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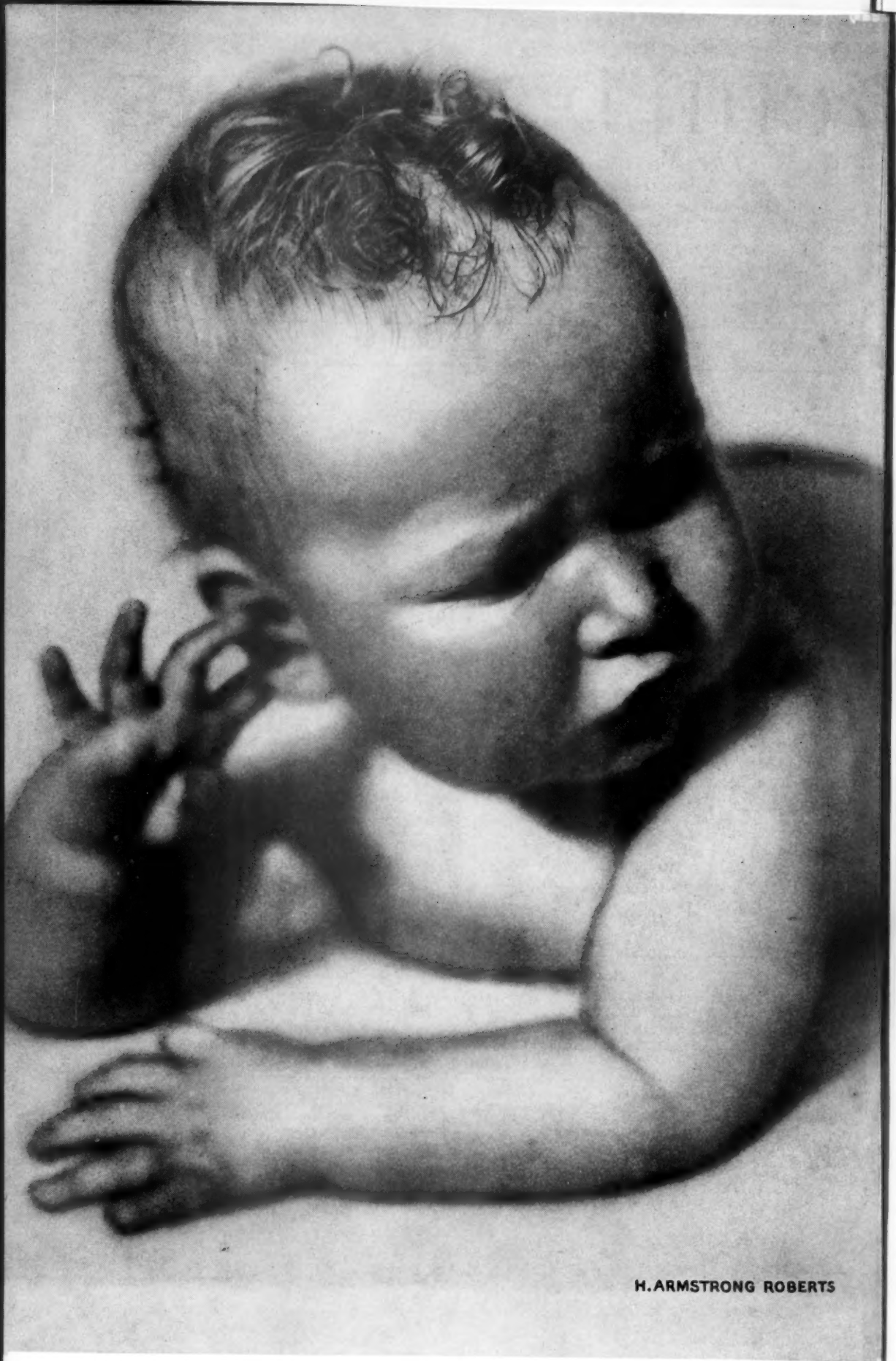
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H.ARMSTRONG ROBERTS

The President's Message



WHILE educators have been attempting to set up a properly integrated program of education for children, in which subjects and methods are carefully evaluated and correlated, so too has the National Congress been integrating its program and its procedures.

CONGRESS members will be pleased to learn that at the present time our National Office is better able to coordinate activities because it has drawn them together in Washington. The office is now located on the sixth floor of the new section of the National Education Association building, with airy rooms and adequate accommodations. The Parent Education office, formerly in New York, the Summer Round-Up office and that of CHILD WELFARE magazine, both formerly in Philadelphia, are now located in Washington with our other business offices. Because of this new arrangement we are hoping for a linking of Congress interests and activities which will greatly benefit us all.

IT is with great sincerity that we congratulate those who have been serving us so efficiently in all of our business and educational activities. We ask our members to give loyal support to our program by making good use in their programs of our leaflets and free publications, and of subscribing to our official magazine, CHILD WELFARE. This publication is designed for the special use of our Congress units as well as for general reading in homes. Its large increase in subscriptions has proved the value of its contents and the success of its management.

NOW that we have all of our activities located in Washington, we shall find increased strength in the support and understanding which each department of work gives to the others. It is a happy situation made possible by loyalty and unselfish service, and to all the members of our office staff this message is gratefully directed.

Minnie B. Bradford

President, National Congress of Parents and Teachers

Education for the Individual*

BY BESS GOODYKOONTZ

Assistant United States Commissioner of Education

IN a recent number of a professional magazine appeared the story of John, aged ten years and eleven months. John had had a varied and troubled career; in fact, he was reported as being a nuisance at home and an affliction at school. His family reported that he was always in trouble and they did not know what to do with him. His school progress had always been unsatisfactory. He failed year after year and at the end of his second year in the third grade he was promoted to the fourth grade, not because he had successfully met the requirements of the previous year, but be-

cause his size more nearly fitted him for the furniture of the next grade. However, after some consultation it was finally decided to try a new school, and accordingly he was transferred.

And a queer sort of school it was, so John thought. No one seemed to be concerned about him; in fact, everyone was too busy. It seemed the children in that school had accumulated some pets which they had decided should be moved out of doors and they were making a pet park. Some of the children were digging post holes, some laying underground wire netting, others making wire fences, others engaged in making nests, cakes, and feeding pans; and still



Bess Goodykoontz

others were reading to find out how to feed and care for the pets, how to train them, how to protect them from other animals, and how much it was costing to keep the pets. John wandered around like a lost soul. At last, because of his size, someone asked him to help with the fences, and because he did so well his help and advice were soon in demand; in fact, he took over one part of the work and became a leader in important parts of the enterprise. Seeing how impossible it was for him to help in

anything which required reading, writing, or numbers, he gladly accepted special help from the teacher in order to be able to catch up in the skills in which he was deficient. After a while, because of his good judgment and because he was older than the other children, he was elected to the safety council, which gave him considerable responsibility. The year passed all too fast and it was time for vacation. And on John's record card his teacher wrote, "John is a highly respected member of his group. His good judgment, fairmindedness, capacity for hard work, acceptance of responsibility make him a leader. He has made remarkable progress in mastering the fundamental skills and is now practically independent in their use."

Practically all the elements of education

* A paper read at the Convention of the National Congress of Parents and Teachers, Hot Springs, Arkansas, May 4, 1931.

for the individual are present in this illustration, for all the efforts of those responsible for John were concentrated on improving the situation in such a way that desirable changes might be made in John's ways of thinking, acting, and feeling. Even the troublesome question of what are desirable changes seems to be answered here. His report indicated that changes were made in his interests, skills, ways of thinking, feeling, and behaving which led to his own highest happiness and well-being as a worthy contributing member of his own social group.

In their efforts to understand and guard individual personalities, schools must concentrate their attention and efforts both on conserving those fine, original, creative, socially valuable tendencies of each individual and of helping the individual to develop those others of which he is capable. In this conservation and development certain practices are recognized by schools as being desirable; some have been in operation a long time and are well known; some are just developing. In order to describe these briefly we must restate our title to read: What school practices are desirable for developing individual possibilities for happiness and satisfaction to himself and service to society? And therefore, by inference: What school programs may parents and communities cooperate in and support?

Preadolescent Individuals

IN the first place, schools may be expected to have an excellent knowledge of children's interests, needs, and problems of adjustment to social situations at all stages of development. There are characteristically different problems of physical, mental, and emotional growth at each stage. For instance, at the preadolescent stage, although often overlooked because of the more compelling interest attached to children of primary and adolescent stages, boys and girls have their own peculiar problems. They are at this stage normally from eight to twelve or fourteen years of age. They have their second teeth. They are busy having or getting over the common diseases of childhood. Physical growth is apt to be

rapid during these years. The rapid growth of the limbs causes this to be known as the awkward age. Children come to the fourth grade in little folk's clothes but they suddenly shoot up and out and appear in clothes like those of their older brothers and sisters. Internal structures and vital organs are developing rapidly. The head and brain reach nearly adult size during these years.

This rapid assumption of size brings problems and responsibilities which are often sources of difficulty. Children are becoming more independent at this stage. They share their ideas with adults less and stay at home less. They are interested in other people and often choose picturesque heroes. They play with other children; in fact, with many other children. This is often called the "gang age" because of their interests in and adherence to the gang. What the gang would approve becomes the law and standard of children of these years. They like to play team and group games and are ardently interested in clubs. Both girls and boys have their secret exclusive clubs; but boys and girls do not continue to play together as they did during previous years. Boys are apt to consider playing with girls a weakness, and girls much prefer not to be bothered by their noisy brothers. Their chums and best friends are usually among their own sex. Mental traits and capacities seem to develop fairly regularly long before the teen age. Certain sensory powers are keenest at this age. Evidently this is no time for baby work. Their minds are active; they are curious, imitative; memory is keen. Apparently the fixing of certain skills and facts may readily be done during these years. Because of the rapid growth, the disregard for the opposite sex, and the tendency of self-centered experience and judgments, slovenly personal habits, bad manners, and disrespect for authority are often manifest during these years.

Studies of their activities outside of school present an interesting picture of the things they do when they are not under supervision. A study made by Miss Chase, principal of an elementary school in Springfield, Massachusetts, recorded the activities of fifth grade children for a period of five

months by means of records of their over-the-week activities. She found that the three commonest recreations which boys reported were playing marbles, going to movies, and reading books; the three which girls reported most often were reading books, reading funny papers, and going to the movies. Evidently the great American habit of taking one's recreation sitting down starts early. Miss Chase did not find much indication of team play, but possibly this was because the fifth grade is comparatively early in the preadolescent stage. There was a long list of imaginative plays and many constructive activities were reported as well as many formal and informal clubs. In spite of the fact that one of the city's largest and most attractive playgrounds was nearby, few children went to the playground. Both boys and girls reported doing a good deal of work, the girls more housework and chores than the boys. Some girls reported so much work, in fact, that there seemed to have been very little time for play. Much time was spent by a few of these children in music lessons. The girls read an average of ten books in five months and the boys read eight. Both the range and the scarcity of interests are of importance to school people who are attempting to formulate an educational program for children of any stage of development.

Even the kinds of stories in which children are interested at different stages of development are of importance to the educator who must formulate the program to conform to developing interests and capacities. Terman and Lima in *Children's Reading: A Guide for Parents and Teachers* have listed for us the kinds of reading interests which children display from the age of five on through adolescence. Before five, children show a marked interest in picture books, but their chief interests are in jingles and nursery rhymes. They like simple fairy tales and nature stories, and particularly do they like the nature story which personifies animals or natural forces. This accounts for the popularity of the "Three Little Pigs" and "The Three Bears." The talking beast type of story is popular. At six and seven, children still enjoy rhymes and picture books, but their chief interest is in the nature story. They still like the talking beast type, but are gradually beginning to ask whether the story is true. They enjoy fairy tales, myths, and legends and are interested in pictures of travel. At eight, children show the greatest interest in fairy tales. They also begin an interest in the stories of real life. Child life in other lands has a particular appeal. Realistic animal and nature stories now take the place of the talking beast nature story. At nine,



"Our California Home"

A study made in an
Oakland, California,
public school

although the interest in fairy tales often continues, most children are more interested in the real world than in the world of fancy. Boys begin an interest in Boy Scout books and stories of boy life. Girls are apt to continue their interest in fairy tales longer. At ten, children's curiosity is developing and the materials they read are selected on the basis of what they can tell. Books of travel and stories of other lands are exceedingly popular. Biography also begins an interest in famous people and events. By eleven, the series books have reached the height of popularity, particularly those of adventure and mystery and accomplishment. Boys begin an interest in books of mechanics, electricity, aircraft, or exploration; girls begin to take a noticeable interest in love stories which boys disdain at this age.

It is evident from these illustrations of differences in interest, in attitude, in capacities, in physical growth that the school must have a definite knowledge of the problems of growth at each one of these stages in order to plan well for its responsibilities.

Individual Differences

BESIDES this better knowledge of group differences we must know also the variations of individuals within each group. Aside from an academic knowledge of what actual differences there are between individuals to be educated, what causes these differences, and how great these differences may be, there is the practical matter of recognizing that those individual differences form the basis both of what schools should teach and how they should teach it. In other words, since individuals differ in what they want and need to know, what the schools teach must be varied; and since individuals differ in the way they learn, methods, too, must be varied.

Two practical problems arise here: one of discovering these individual abilities, interests, needs, capacities; the other of arranging that the individual may work where and with whom he can do best. The use of tests to discover interest, difficulties, abilities, weaknesses has been of very great service to schools in this work because the tests

have called attention to differences, not only in how much arithmetic a child may know, but of how he uses it, what he can do with it, how long it takes to learn it, etc. They made it possible for those who need the same help to get it at the same time under circumstances which make explanation, discussion, and competition valuable. These tests have shown the possibilities of holding all children up to high standards of performance, have given many pupils great joy in doing a thing as well as it can be done. They have made it impossible for capable people to learn lazy habits. They have done away with the injustice of expecting the same responsibilities, the same interests, the same standards of every individual. The fact that tests have been the center of storms of criticism in some places is usually due to their being inadvisedly used to shut doors of opportunities against certain pupils. As we go on we shall develop better tests and find better ways to discover the difference both in what pupils wish and need to learn, and in how they can best learn those things.

All the foregoing discussion of what schools need to know, both of the problems at each stage of children's development and of the individual differences which necessitate variety in curriculum provisions and methods, has emphasized the necessity of schools having adequate pupils accounting systems. We have had fairly adequate accounting departments for getting and keeping children in school and for recording how well they have done certain things in school. We need now in addition more complete accounts, not only of attendance, height, weight, records of how well children read and spell and translate French, but of their interests, their constructive enterprises, their artistic attempts, their behavior problems, social characteristics, developing attitudes, out-of-school activities, interests, and problems. Such records as these will make it possible for teachers and parents to discuss much more intelligently than is now possible such problems as what courses to take in high school, what home work is desirable, what plans to make for summer, what to buy for Christmas, what habits to try to discourage or develop. It

will be interesting as these better records are developed to see how old-time periodic report cards will change. For with these better records it will be possible to report not only how much progress the child has made in working with other people, in accepting responsibilities, and in seeing worth while things to do. In fact, the new accounting system will consist of fewer statistics and more content. The cooperation of parents in making and using these records of each child's progress is essential for the success of the project.

New School Programs

IT naturally follows, of course, that with schools available for all children and a better understanding of the group and individual differences to be provided for, the school program must be adapted both in content and method to the cultivation of each individual's abilities, and to making those changes which are desirable in the individual. Our ideas of how these changes are made, or of how people learn, are quite different from what they used to be. In the old days of the jog theory of learning when learning was supposed to consist of accumulating as much as one's brain would hold, the curriculum consisted of a listing of those things which it was considered worth while for one to know, and classroom method was simply reading or hearing and repeating as nearly perfectly as possible. The present-day theory of learning which insists that we learn to do only by doing brings about a curriculum of things to experience, things to plan, things to accomplish; and, very suitably, classroom method consists of providing opportunities for worth while doings.

Therefore, a lower grade curriculum may include such activities as making a pet park, keeping the school thrift records, collecting and writing stories of local pioneers, studying and labeling the rocks and minerals found nearby, making a map of the community and marking on it the spots of greatest traffic danger, discussing and practicing ways of being courteous to visitors, and many others which emphasize both social and natural science, and provide

many opportunities for the use of important skills. An English curriculum for older students includes a school paper, school records, school publicity, local histories, school announcements, and participation in many community enterprises which demand good speaking or writing. All of this recognizes that habits of thrift are learned by practicing thrift, that making change correctly is learned by practice in making change, that honesty, courage, dependability, perseverance are learned not by studying about them but by activities which provide opportunity for practicing those characteristics.

But this learn-to-do-by-doing theory is a troublesome one. For if pupils learn to select well-balanced menus, to work with other people, to keep records of their own work, to score honestly and correct carefully their own work; to find and use reference material, to write good business letters, to give clear explanations, to think straight and reason clearly, to preside at meetings by doing those very things, so too do they learn to loaf by loafing, to get by by being successful in doing it, to enjoy cheap recreations by continued repetition, to avoid responsibility and work by having much opportunity for so doing. This negative aspect of a fine theory has brought about a general demand on the part of communities that schools accept some responsibility for providing worth while activities for out-of-school hours. Shops, laboratories, reading rooms, gymnasiums, auditoriums, work rooms, music rooms should be available more than five hours a day, five days a week, and thirty-six weeks each year. We may not yet be ready to put "Never Closed" signs on our school buildings; but in a day when rapidly growing cities have taken away many of the learning opportunities which were formerly found in the home, these same cities must give back those opportunities to use tools, to cook, to play games, to meet one's friends for a social time. The facilities schools have for these worth while activities should be labeled "Seldom Closed," though their use be optional.

So far we have considered what schools

can do to develop and maintain worthy learning activities of the individual. One other function is necessary: that of remedial or reconstructive work with the individual who, like John, has developed undesirable habits and attitudes and inaccuracy in skills. Diagnosis and remedial work have for a long time been terms peculiar to the medical profession. But teachers nowadays recognize symptoms, diagnose conditions, and apply remedial measures which in many situations are just as exact, just as scientific, and just as successful as are the physician's. The person who reads the subtitles aloud at the movie, who moves his lips while reading, who counts on his fingers when adding is displaying symptoms as plain to teachers as are high fever, nausea, and severe pain in the right side to a physician. Likewise, the child who works painstakingly but never finishes, the one who is noisy and distracting, the one who copies or borrows from some other child, the one who performs for visitors are all displaying symptoms which need to be studied carefully and corrected wisely. Because of the wide range and seriousness of some of the learning and behavior difficulties, because of the importance of securing right remedial help, and because of the large numbers of pupils in our classrooms, it is evident that schools must provide special clinical facilities for both diagnosing and correcting these difficulties. Special schools, special classes, special help teachers, school clinics, visiting teachers, school social workers, counselors, child guidance clinics are all evidences that schools intend to discover the difficulties in learning and in personality adjustment, to correct if possible the conditions which have caused the difficulties, and to help in providing remedial practices. At present, schools are in practice lagging far behind what our technical knowledge of diagnosis and correction of individual difficulties would make possible.

Community Helps

ALL these practices seem to be the school's problems and the school's responsibilities. But getting them into successful operation and maintaining them depend greatly

upon the understanding, support, and championship of the homes and the community. Each of these practices opens new positions in the school staff which require specially trained persons and increased budgets. Our schools will have a teaching staff and a non-teaching staff, for individual personal service requires a personal service staff in school just as it does in a commercial institution. These practices require the understanding of homes and the community, for some of them, being new, may be laughed out of existence before they have shown their real value unless it is recognized that they are the schools' attempts to furnish to each boy and girl understanding and the best guidance possible. And finally, these practices need the championship of homes and the community, for in these days of financial stringency there is sure to be a demand that unessentials be lopped off of the schools' budgets. Many communities will probably have to use more than ordinary judgment in determining which school practices are essential and which are unessential. It is to be hoped that those rather recently developed facilities which have for their particular purpose the understanding and cultivation of each child's personality and individual potentialities may be listed among the essentials and that for this purpose we may stand for a suitable school for each boy and girl; for a better understanding for each individual—his interests, his needs, his problems; for a school program which trains for active, intelligent, socially minded, high-principled participation in life's activities by practice in such participation at school; and for facilities for discovering and remedying undesirable individual learning and behavior tendencies.

Only with such cooperation may the second goal of the Children's Charter be achieved and each individual's most precious gift be made personally satisfying and socially contributive.

II. For every child understanding and the guarding of his personality as his most precious right.—*The Children's Charter*

Learning to Talk

BY BETH L. WELLMAN

Research Associate Professor of Child Psychology, Iowa Child Welfare Research Station

THE conditions that surround the child have much to do with his development and progress in the mastery of language. The type of speech which he hears others around him using, the attitude of his parents toward him, the degree of happy companionship in his relations with his parents, the types of play materials provided for him, the opportunities for constructive activities, and the amount of time he spends with other children and adults are important.

Most of us fail to realize that learning to talk is an amazing accomplishment. We have just taken it for granted that the child will talk sooner or later. At ten months of age most children can say only one word. At six years most children know and can use 2,500 different words. They have learned about 572 new words each year from the time they were two until they are six years old.

Consider our own struggles in learning a thousand or two thousand words in a foreign language and contrast our general knowledge with that of the child. Our appreciation of his accomplishment is deepened. The child is equally good at English, French, German, Spanish, or Italian, depending upon what country he happens to live in.

The sentences of two-year-old children are less than two words long,

while the sentences of six-year-old children are four or five words long. Some children talk twice as much at their play as other children of the same age. Six-year-old children talk about five times as much as two-year-old children.

In the English language there are at least 135 different sounds that may be combined in various ways. Children two years of age pronounce about 39 of these sounds correctly, while five-year-old children pronounce about 109 correctly. Some sounds are so easy that they are said correctly by practically all of the children; others are so difficult that only a few children succeed with them. The same sound is more difficult at the end of a word than at the beginning, as the "l" in "doll" is harder to say than the "l" in "let."

Adults—and Children's Speech

THE parents' speech affects the child's speech. The faults of the parents or older children in the family are likely to be copied as well as the good points. Too rapid speech often confuses the little child in much the same way that a foreign language spoken rapidly confuses us when we know only a little of the language. On the other hand, talking can be so slowed down that it is monotonous. Emphasis wrongly placed on a word or sentence also causes confusion.

The child who talks with a shrill,



"Opportunity to handle objects of different shapes and sizes"

All illustrations in this article are used by permission of the Iowa Child Welfare Research Station.

high-pitched voice or who speaks indistinctly is at a social disadvantage, as well as the child who stammers, stutters, or lisps. It is easier to build up correct habits in the beginning than to substitute good habits for poor ones already formed. Good habits, however, are built up in indirect ways rather than through direct help. Such attempts of the parents as getting the child to say a word over and over, looking at his mouth, laughing at him, or looking at him as if he had done something

wrong do more harm than good. The parents' part in building up good habits comes in the more indirect ways of building up proper habits through appreciation of how things look from the child's viewpoint, appreciation of the child as a reasoning human being, a general wholesome atmosphere in the home, and provision for adequate play, toys, and companionship.

We may, and do, express the same idea to the child in a great variety of ways, with a variety of word combinations and an even greater variety of sound combinations. The child has to recognize the common idea and to put it into his own words. There are some who claim that all adults should, therefore, use exactly the same words in the same circumstances, and even use the same tone of voice to express the same idea. This seems, however, an unnecessarily artificial situation. A sympathetic understanding, a natural, matter-of-fact manner, and patience will do more to help a child over his language hurdles than any such artificial devices. The meaning is more important than the particular word that is used to express

that meaning; the attitude accompanying a word is more important than the choice of the word itself to convey an idea.



"Play with other children of his own age"

completely satisfied, providing the reply is sincere and the question has been treated as a reasonable one requiring an answer. A reply aimed to put the child off and to stop his persistent questioning fails to satisfy. Sometimes the little child asks a question just for the sake of being sociable rather than because he wants an answer to that particular question. Even the little baby responds to reasonable explanations and may put his trust in an individual if there is sympathetic understanding underlying whatever the individual says to him.

Baby Talk

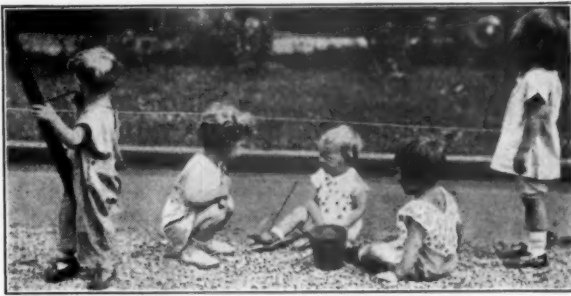
THE little child prefers to be treated as a reasoning human being. It is the adult and not the child who gets the pleasure out of baby talk. Baby talk is indulged in by the parents for the fun it affords them and not for what it contributes to the development of the child. When baby talk is used, the parent is really making the child learn a double set of words at a time when he is struggling with his first set. How can the child be expected to know that some of the words will be valuable

later on and some worthless? How can he know that some of the words are used only at certain times, in certain ways, and with certain people?

Immature babyish forms of speech encouraged in the child may seem cute and cunning at a certain age, but may be a source of considerable embarrassment to both the child and the parents later on. How is the child to realize that the same habits that are heartily approved now will be disapproved shortly? Coined words to designate particular situations, such as toilet habits, are a nuisance to the child, as well

Children are very sensitive to feelings of strain or worry or hurry. They seem to catch cues from the surroundings that we fail to recognize as we grow older.

For proper language growth, the little child needs contact with adults from whom he gets most of his words. Important as new words are, however, they should not be learned so rapidly that the ideas for which they stand are not acquired with them. We cannot take it for granted that when a word is used, the full meaning of the word is attached to it. For instance, when a child uses the word "pink," it may not mean the same to him that it does to us. He may call a number of colors "pink," but at the same time know that they differ. Similarly, he may use the word "best" without knowing that he is making a comparison. If he is asked to tell which of three things before him that he has made is best, he is likely to answer, "All are best."



"Language development hinges upon the building up of ideas."

as to others, when he attempts to make those understand him who are not informed of the code. Kindergarten teachers who have to interpret these words can give testimony as to just how much of a nuisance such a code is to the teacher. How bewildering it must also be to the child!

Words and Ideas

A PEACEFUL, tranquil atmosphere in the home is of great importance in the building up of adequate language habits.

Play with other children of his own age and stage of development, with opportunity to handle objects of different shapes and sizes, plenty of materials to make things out of (like blocks, pieces of wood, sand, and boxes), and things that he can climb and crawl over, hang on to, or otherwise use vigorously, are essential. Ideas are built up through such experiences. Language development hinges upon the building up of ideas.

Those interested in pursuing this subject further should see the leaflet on "Learning to Talk," prepared by Marion Faegre. Address the White House Conference, Interior Building, Washington, D. C., and send ten cents for one copy.

Correspondence Courses in Parent-Teacher Work

THE National Congress of Parents and Teachers is now conducting three correspondence courses and announces two new ones to begin in November, 1931. Course I covers the history, growth, and organization of the National Congress. It comprises 16 lessons and a final examination. Course II considers the types of local associations and their activities and programs. Course III, which will begin in November, will cover program planning. Course A, to train leaders and potential leaders, consists of 10 lessons based on the National Handbook. Course B is a sequel to Course A. These correspondence courses are recommended for study groups. Full information may be secured from state presidents.

Mother Learns a Lesson

NOT long ago I took my boys and one of their

BY DOROTHY WHITEHEAD HOUGH

remove the dirty stains which he had collected in play with his friend.

friends to a church supper. Just as we were going into the dining room I noticed the state of my youngest son's hands. A mother's first instinct in such a situation is to remonstrate; at home there is scarcely a meal eaten without a last trip to the lavatory, often under protest and not always satisfactory as to results. We have all of us had our struggles over this same problem, no doubt, but how many times have we been willing to admit that we ourselves are most to blame? Habit is a very strong force in our lives and habit all too often dictates our reactions without giving us time for sober second thought.

On this occasion, allowing habit to control the situation led to results which I hope have taught me a lesson not soon to be forgotten, and which I hope will act as an emergency brake to curb first impulses in the future. I can still hear my shocked voice, not subdued as it should have been, in remonstrance against those soiled little hands. I hear it and feel ashamed; I betrayed myself in the sharp command to go and remedy the difficulty and I also betrayed my little boy's confidence in me.

Rebellion followed my abrupt demand, as anyone acquainted with child psychology would have predicted.

"You've got to come with me if I go," he in his turn demanded.

Mother capitulated; it was the only way to avoid prolonging the scene which she had thoughtlessly started. But as soon as the dressing-room door was closed the rebellion disappeared and hurt tears took its place.

"Mother, what made you say that before everybody? I think you are bad to me."

I apologized. I recognized my mistake—too late to make a wrong right, but not too late to do what I could to make amends. I tried to soothe him quickly while I helped

But nothing I could do would quite blot out the hurt he had suffered from the needless embarrassment which my impulsive command had caused him. He went back to his supper with a shy self-consciousness that still showed his ruffled feelings.

Hurt Feelings

How often we are guilty of such careless mistakes. We read again and again warnings against hurting the dignity of our children. We are told by the best authorities on child training how harmful such scenes as this are to the child. Self-control on the part of the mother will often avert such difficult situations and yet we try to instill ideas of self-control in our children without practicing it ourselves. Recognizing a child's right to his own personal dignity is a prime duty of every parent, and yet we sin against this side of child nature almost daily.

When shall we learn to guard our tongues against thoughtless remarks to, or in the presence of, our children, remarks which are embarrassing to them and generally end in embarrassment for ourselves as well?

No one—unless he is possessed of an exceptional memory—can estimate the amount of suffering caused to a sensitive child by calling attention in a public manner to some failure or weakness as I did at the church supper. I know that my little boy was rebellious and unwilling to obey me, but I had insulted him. I had inflicted upon him a publicity which I would have disliked immensely had anyone dared to call attention in so conspicuous a manner to some shortcoming of my own.

Very likely some of the people who witnessed the scene registered a mental impression of a disagreeable small boy—a very unfair opinion, indeed, for he is naturally

a most loving and sunny little lad. Some may have placed the blame where it belonged, on his mother's shoulders, but I would venture to guess that even these blamed me for not having taught my child to mind. Few if any would have considered that obedience was really not an element of this problem.

Teaching a child to obey is something very different from "bossing" him in public. "Bossing" is a most unfair advantage to take of a child, and a mother deserves to be faced down by him if she is guilty of such a mistake.

Discourtesy toward a child is an even greater sin than discourtesy toward another adult. You are not only disregarding the child's personal rights but you are setting him an example, and he believes that your example is one which he can safely follow. It is quite probable that there will be consequences following this relatively unimportant incident. If my child is rude to me next week, or next month, in some public way, I wonder if I shall have a memory long enough to recognize the fault as my own. Recognition of this fact will not, however, save me from the annoyance of such an unpleasant exhibition.

Temper Tantrums

MANY a mother may say that I am making more fuss about this incident than the experience warrants. Is that true? Almost any mother, if she is honest with herself, must admit that scarcely a day passes without some little temper tantrum in one or another of her children. If she is analytical she may be able to realize that the blame is her own nine times out of ten. Perhaps not all her own in every case, for there are other adults with whom the child comes in contact who play their part in moulding his character.

Other mothers may scoff but I honestly believe that almost every problem of friction in the family today is the outcome of some past mistake in handling the children. The other day a mother was dressing her baby who is just learning to stand on his feet. I remarked upon the difficulties, which

she was skilled enough to surmount, occasioned by his standing up while she put on his clothing after his bath.

"Maybe I'm spoiling him by letting him have his way in this manner," she replied, "but he has such a sunny disposition usually, and it makes him so angry to have to lie or sit down while I dress him, that I would do almost anything to avoid making him cross."

She wasn't spoiling him. The mother who would have forced her child to sit down when he wanted to be on his feet would have been the one who was spoiling him, for she would have been ruining that most precious possession—a sunny disposition. Too often mothers irritate and anger their little children with unnecessary discipline, and such treatment will react in cross, irritable children later in life.

Practicing Psychology

WE read about how to train our children; we join study groups for the sake of discussing our problems with other mothers; we think we are growing wise in our profession of motherhood; and then in a simple crisis like the event of the dirty hands we forget to remember what we have learned about child psychology; we fail to make good on our contract. We talk about training our children—what about training ourselves? We parents are so often intolerant—when it comes to our children—of the very things which we do repeatedly in their presence. To be sure, there are many things which an adult may do which a child should not attempt, but that does not excuse us from responsibility in guarding our actions when under their observation.

Tact in dealing with children is far more essential than tact in dealing with another adult. We are very polite with our contemporaries. What one of us would dare to mention the state of a friend's hands in the presence of other adults? Such a breach of good manners would shock us terribly, but the friend would probably take it with better grace and certainly would be less

(Continued on page 121)

Fathers *Are* Parents

BY HAROLD LADD SMITH
*President, Proctor (Vermont)
Parent-Teacher Association*



IF one were to draw his conclusions entirely from the membership, attendance, and program of the average parent-teacher association he would decide that fathers are not parents except possibly once a year when a Fathers' Night thrusts upon the male population the obligation of parenthood and the duty to attend that particular meeting of the association.

As a father—I protest. Many dads *are* alive to their responsibility and to their opportunity and are setting a pace that mothers could well follow. But it is true that many fathers are asleep as parents, missing entirely the opportunities God has given them and perfectly content to let the mothers shoulder the job of rearing and guiding the children in the way they should go. Such a father may be an authority on balanced rations for fattening hogs but blind to the fact that his children are underweight and suffering from lack of a proper diet. Such a father may be a banking expert, or he may be guiding successfully the finances of a business and amassing a fortune for his family, while his children grow up without a proper appreciation of the value of money, without allowances or the right training in the handling of funds. Such a father may be a pillar in the church and reputed to stand for what is true and right and just, but his children, through the lack of the companionship and guidance of that too-busy man, may grow wayward and undependable.

There is something radically wrong with our educational program in home and



*A successful study group for fathers in Proctor, Vermont.
Mr. Smith sits at the extreme left.*

church and school that so inadequately prepares parents for the job of home making and the guidance of children. Unfortunately, we who are parents do not appreciate the lack until the obligation is thrust upon us. And by that time too often the men have absorbing interests in business or pleasure, and fitting themselves for the greatest privilege granted by a Divine Providence—the task of being a first-class father—is crowded out and slighted.

What Can Fathers Do?

WHAT can we fathers do about it? There are several suggestions.

First, there are such practical, everyday helps as *CHILD WELFARE* magazine and others dealing with the problems of parents. No home with children should be without them. Subscribe for them and plan some time each month for reading. Read them aloud if you can, while mother darns. Talk over the problems together and see what light the articles throw on the problems in your home.

Second, study the splendid helps on child training that are available on every hand. Some of these are published by the National Congress of Parents and Teachers; the American Social Hygiene Association; the Child Study Association of America; the Children's Bureau, United States

Department of Labor; the Office of Education, United States Department of the Interior; the American Child Health Association; and the American Library Association. Much of this literature is to be had for the asking, or the prices are so nominal as to be no obstacle.

Third, read, preferably aloud with your wife, some of the many good books on parent education to be found at your public library or to be purchased at reasonable prices. Let me recommend a recent one that we have found to be a practical guide to everyday problems: *The Modern Parent*, by Dr. Garry Cleveland Myers. You will be startled by the manner in which Dr. Myers deals with situations which you may have considered peculiar to your own family. Don't expect your wife to meet the intricate problems of child training unaided by such expert advice. Study them yourself. Accept the burden (if such you must call it) and share the difficulties and joys together.

And then, last but not least, join your parent-teacher association. Listen to the reading of the Object of the National Congress of Parents and Teachers and see if you can discover anything in it that gives the mothers a mortgage on the task.

First, to promote child welfare in home, school, church, and community; to raise the standards of home life; to secure more adequate laws for the care and protection of children.

Second, to bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child; and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

Isn't that a he-man's job? It contains a challenge for fathers to join hands and help, not from the outside looking in, but as active members striving to fulfil that object in their communities.

Card parties and socials have their place and help to raise money. Programs of entertainment by the children will insure an attendance at meetings and are arranged easily (from the parents' point of view) by the long-suffering teachers. But the pri-

mary purpose of a parent-teacher meeting is not entertainment or the raising of funds. The Object quoted above calls for something more vital and the meetings should interest mothers *and* fathers as well as teachers.

Interesting the Men

YOU women who are now at the helm of your local parent-teacher associations—how are you to encourage such active interest on the part of the men?

Don't have an annual Fathers' Night when, once and for all, the men fulfil their obligations as parents. Plan a program for the year with a father's interests and a man's point of view in mind. Have at least some of your meetings in the evening. Get an interested father on your Program committee. Put the fathers to work as officers, on committees, taking part in programs and projects. In one association a successful year's program, whose scope included the interest of fathers, was built around the idea of parental responsibility. Some of the subjects were: The Parents' (notice the plural possessive) Responsibility for the Child's Recreation, for the Child's School Work, for the Child's Home Environment, for the Child's Character Development, for the Child's Reading, for the Child's Leisure Time, for the Child's Health and Safety. All live subjects that should interest fathers who are awake to their responsibility.

Your Program committee can plan many others. A wealth of program material is available in the magazines and pamphlets mentioned above. Don't feel that an outside speaker is essential to insure a good meeting. An interested father or mother from your own group is just as likely to have a helpful message, and the chance of securing the help of a local father is greater if the appearance of men at the meetings is not a novelty.

Study Groups for Fathers

PARENT education is recognized as one of the two big jobs of the parent-teacher association and to that end we have always had study groups for mothers. Why not

study groups for fathers? Surely the need is as great.

I know of one group of forty fathers who came together as the result of such a suggestion—anxious to get some real help on the problem of sex education. Pamphlets were distributed and articles discussed in the frank and informal way that is possible when a room full of men munch apples and the air is blue with smoke. All the meetings that followed were not as largely attended but numbers do not always measure success. The men had an interesting evening considering the topic, "Shall We Give Our Children Allowances? When? What For? How Much?" They took the opinion of some authority as a point of departure and each member contributed by question or suggestion to the free-for-all discussion

that followed. When the subject for the evening was "Are Parents Bad for Children?" it seemed next to impossible to adjourn; and two enthusiasts confessed later to sitting on the schoolhouse steps until a late hour to continue the discussion of this thought-provoking topic. Father's responsibility in character training, and for self-improvement, were two subjects which this group of fathers talked over with interest and profit.

In the opening address at the White House Conference on Child Health and Protection, President Hoover said, "Our country has a vast majority of competent mothers. I am not so sure of the majority of competent fathers."

What are *we fathers* going to do about it? Fathers *are* parents.



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The close attention of these children in a Russian school shows how carefully they are making note of the details of this lesson in taking a wash.

A REPORT from Beaumont, Texas, tells how the students of a junior high school in that city have developed a plan for assuring clean hands for lunch. Monitors preside at the wash basins to see that soap is used. Others hand a paper towel to each washer who then receives from still another monitor a ticket (the color is changed daily) without which no one is permitted to enter the lunch room. No doubt this régime would have been resented by the pupils if it had been forced upon them by the school authorities, but it is their own scheme, and they do their own supervising.—*United States Children's Bureau, Washington, D. C.*

October, 1931



Courtesy Cleanliness Institute, Edward N. Smith Photo

With only an old-fashioned sink this teacher is training her kindergarten pupils in handwashing habits.

Hands and

BY SALLY LUCAS JEAN

which their own children and their neighbors' children may be spending their school hours are accepted as a matter of course.

MY luncheon hostess and I drove along the road to the club meeting where I was to speak that afternoon. She chatted charmingly about the countryside. I answered her absently, thinking of the nearby school I had just visited. It was a ramshackle, badly constructed building with the light showing through the cracks up under the eaves. Some of them had been pasted over with newspapers, to keep out the chill winds of winter. Comforts and conveniences were nonexistent. There was not even a pump in the schoolyard. Water for the children to drink and use for handwashing must be carried for half a mile. The stove was an ordinary heater without a jacket. Children seated near it roasted while those in the corners shivered. My hostess spoke of a lecture she had heard previously and recalled my mind to the afternoon's club meeting.

"What do you think your friends would like me to talk about?" I inquired.

"Oh, Miss Jean," she replied, "you have traveled so much and seen so many places. Do tell us about the poor little children in China!"

That woman is typical of a great many people who have eyes, but fail to see unfortunate conditions near at hand. They may have an interest in, and even money for, the children of China or other faraway lands, but the bad health conditions under

We need only observe the general indifference to the lack of cleanliness facilities in schools to prove that this is all too often true. We Americans insist upon having opportunity for personal cleanliness in our homes, our office buildings, our hotels, our theaters. Yet our school buildings—where the nation's citizenry is in its formative years and may easily learn, or fail to learn, good manners and good health habits—continue to be often without water, soap, and towel supplies for the satisfactory washing of all the children's hands. The home bathroom has become a cheerful, colorful, convenient place. Many washrooms in public buildings are not only the last word in convenience, but the ultimate in splendor as well. The public school, on the other hand, often has a sink in a dark corner of the basement with a single cold water faucet.

A study recently made of 124,000 school children showed very few of them washing hands upon the two occasions demanded by health and good manners—after toilet and before eating. Only one out of every three schools, among the 145 attended by these 124,000 children, provide all three of the essentials of handwashing: water, soap, and drying equipment. And in those schools where all three are provided, almost invariably the amounts supplied are not nearly enough for all the children to wash hands twice daily. Often, too, it was found that

Three children may wash under a curtain of water in a small sink. The soap pipe is just above.

Health



teachers are not stressing the practice of frequent handwashing, though they teach of its importance, or else the school program is not arranged to permit time for it. As the 145 schools observed are of all sorts and conditions, they may be said to represent fairly the schools of the entire nation.

In other words, the handwashing facilities and practices of more than 26,000,000 school children in the United States are, for the most part, badly in need of improvement. It is a large task. But I believe it will be accomplished when parents and teachers have eyes that see—instead of eyes that see not.

Health and Cleanliness

HEALTH education is being stressed as never before. We are reshaping our school programs to develop strong, sound bodies at the same time we train young minds to be alert and efficient. We have found that children's minds are not at their best unless they are housed in healthy, vigorous young bodies. And, perhaps most important of all, children must be well and strong to be happy and zestful of life. The need for cleanliness is only one phase of education for health and joyous living, but it is an important one.

"Do you know," said a teacher in a school that recently made handwashing after the toilet recesses and before the lunch hour a regular part of the program, "I feel sure the children do better work when they come in with scrubbed hands. There is a freshness about them which we did not have before."

October, 1931



Courtesy Cleanliness Institute, Edward N. Smith Photo

I am sure she is right. Children, like older folk, can work better and more cheerfully with clean hands. But direct benefits such as these are not necessary to a realization of the importance of frequent handwashing during the school day.

Dr. Milton J. Rosenau, well-known authority on health questions, states in his book, *Preventive Medicine and Hygiene*, that perhaps 90 per cent of all infections are taken into the body through the mouth. Since his book was published, statistics* have been compiled showing that 92 per cent of all deaths from communicable disease are caused by micro-organisms which enter the body through the mouth and nose. No figures have been collected on the transference of the communicable diseases which, while seldom fatal, are so prevalent among school children. It is fair to guess, however, that at least as high a percentage of microbes causing children's illnesses use the mouth and nose entrances. And what busy little carriers of microbes to a child's face his unwashed hands must be!

We want our children to learn rapidly. We want them to live eagerly and interestedly. We must, therefore, expect their hands to be aggressive, explorational, active. They are handling or touching objects

* Compiled from a classification of communicable diseases (as regards entrance of the causative organisms into the body) made by the Hygiene Laboratory of the United States Health Service, under the direction of Surgeon General H. S. Cumming, M.D., dated August 22, 1928.

handled or touched by other children constantly. The pencil one minute in the hands of a child with a cold may be in the hands of a well child next. The great need for ordinary cleanliness standards is obvious.

Frequent washing of hands with soap and warm water is a health precaution that well-bred adults provide for themselves without question. But most of our school children are not permitted its benefits because school buildings lack facilities, or because teachers do not sufficiently encourage washing or do not make time on the school program for it. What can we do about it?

Improving Facilities

PEOPLE sometimes tell me that the task of improving handwashing facilities for 26,000,000 school children is an impossibly large one. My answer is a reminder of the hue and cry that went up when the old insanitary slate was done away with. Buy paper for every child to write on? Impossible! The expense would be prohibitive! Yet today the school slate, all too often smudged off with a grimy fist, might well be a museum piece. In every school in the land children are working their arithmetic problems, as well as practicing penmanship, on paper. And much of that paper is purchased with public funds.

In former years, books were bought by parents. Though they still are purchased individually in some sections, most schools now buy books just as readily as they pay teachers' salaries. At a still earlier date, free schools were considered a gross extravagance and thoroughly impractical. Today

we announce to the rest of the world that America is a land of free schools for every child.

Just as these changes have come about, so we shall in time find a way to supply satisfactory handwashing equipment for the use of all school boys and girls. Why not? The home bathroom has undergone a complete transformation within the memory span of most of us. I have definite recollections of a gloomy little room at the back of the house. It was unattractive and even unpleasant. The air was heavy, the walls were drab, the tub was of dull metal. Ablutions were chilly rituals indulged in only when necessary. That was the old-time bathroom.

The school washroom—if it exists at all—has remained, figuratively, at the back of the house. As long as we tuck washbasins and sinks away in dark corners of school basements, they will not be places where children will go happily. Nor will they linger there long enough to wash. It must be made possible for school children to wash their hands; it must be made not only possible, but pleasant. Just as chil-

dren learn to like milk and green vegetables, they will learn to choose voluntarily the cleanliness practices that are important both to good health and to good manners.

Some of the modern new schools have lavatories in connection with every room, equipped with warm and cold water, soap and towels. They present an ideal for other schools to work toward. The logical next step in an age of modern sanitation and good health practices is for the school

(Continued on page 106)



Courtesy Cleanliness Institute, Edward N. Smith Photo

"In junior high schools as well as kindergartens handwashing facilities are highly important."

Getting Ready for Book Week

BY FRANCES ULLMANN

WHAT books shall we give our children? How can we divert the boy's or girl's attention away from "trash" and toward rewarding books? How can the teacher and the parent do most to stimulate a child's love for reading?

Certainly reading is not a seasonal recreation, but these are the questions we hear particularly as fall rolls around and the colorful new children's books appear on the tables and shelves of book shops and libraries. Finally, with the approach of Book Week in November, clubs, study groups, parent-teacher associations plan programs to discuss these important questions and other closely related topics. And individuals begin to outline the course they can follow to help on the cause of the child's love of literature.

It is never too early to begin to develop a love of books. Far-sighted mothers have adopted the custom of reciting poems to their tiny babies as they bathe and dress them. Most of them select the simpler children's poems with rhythm and a gay lilt. Others go quickly from nursery rhymes to the more difficult works of the major poets before the babies can understand even the simplest. One mother kept a small, handy volume of *Mother Goose* by her side when she was tending her new baby. From the first weeks she recited a few of the jingles. At the age of two, the child loved books better than all of her toys. She would listen quietly as long as anyone could be found to read to her, and she invariably took several books to bed with her instead of dolls.

Once the reading habit is established, it is not difficult to guide it along the right paths. Have good books available for the

child, keep the "trashy" ones out of the house, and the child's taste will develop for the good ones. If the disease of "trash-reading" has been contracted, try to cure it subtly and gently. It is better for the child to read such books than not to read at all. Put interesting books of literary merit beside the others. Perhaps you can persuade your boy or girl to read a chapter or two of the new book aloud with you and he or she will find it so enthralling that it is natural to finish it later alone.

Provide a low table and chair adjusted to the child's size so that he can spread the books open before him, and place a lamp convenient to the table so that he will have the proper light.

We all know that "Don'ts!" are very bad for children, but they seem still to be in vogue for parents so we are offering a few here.

Don't nag little children about tearing and soiling books. Little hands are often dirty and usually a bit awkward when handling something as thin as a piece of paper. Instill a respect for books, certainly, and teach children that "books have feelings as we have, ourselves." But if you scold little children too much over their picture books, they cease going to them for pleasure. If it hurts you to see a sticky mark on a beautifully printed page—and it does hurt!—you can find excellent books in inexpensive editions for everyday use, keeping the exceptional, beautifully illustrated volumes for special occasions. You can bring out the loveliest volumes as a reward, thus connecting good writing, beautiful print and illustrations and binding with a pleasurable experience so that the child will have special



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enjoyment in them that will last all his life.

Don't give even the small child "cheap," poorly made books. Plenty of inexpensive books are available with good print, paper, illustrations, and binding so that even meager finances should not necessitate putting shoddy books into your children's hands.

Don't make reading a chore. Make it so attractive that the children look forward to getting to their books. If reading is a duty, it soon loses its charm.

Don't be hyper-critical of your children's choice of books. Remember that their tastes are as individual as yours. If you disapprove of a choice, keep quiet about it and unobtrusively divert the young reader's attention to another book.

Choosing Books for Children

KNOWING what books to choose for children is something else again. Considering the dozens of new books for children as well as the numbers of older classics to select from, it is natural for Mother to be confused. With careful thought the difficult problem of what books to get for a certain child can be solved. Knowing your child, you must take into consideration his tastes, his interests, his background before you can pick the book that will appeal to him. Sometimes it is easy to tie up home reading with school studies. At other times, the child wants to read something quite unrelated to what he is doing at school; he wants variety, change. At certain ages he must have certain interests satisfied. In her article on "Education for the Individual" in this issue, Miss Goodykoontz discusses different age interests.

And there are excellent guides which may be consulted. Your librarian and your children's teachers will always be glad to give advice regarding books suited to certain children's special needs in reading. There are also several books that should serve as excellent guides. One of them is *Realms of Gold in Children's Books*, by Bertha E. Mahony and Elinor Whitney.* From their experience in operating a large

and famous bookstore which deals particularly with children's books and with the problems of getting the right book to the right child, the authors have compiled this comprehensive, annotated list of books for boys and girls of all ages. At first the numbers of titles will be quite bewildering, but the introduction is helpful in using the lists which are divided according to ages and according to types of books—nursery rhymes, fairy tales, nature stories, folk tales, biographies, and many other kinds. Not only one edition of a certain title is given, but all of the editions available, with terse but comprehensive descriptions of the content as well as of the edition. The introduction to *Realms of Gold in Children's Books* will be helpful to study groups and parent-teacher associations planning

discussions of this very important subject for Book Week, which is the week of November 15-21 this year.

The Three Owls: Volume III, edited by Anne Carroll Moore,* will be of equal help. The first chapter will aid in deciding what to discuss in reviewing children's books for the group, and what to look for in choosing books for children. Miss Moore is the Superintendent of Work with Children of the New York Public Library. This volume is a collection of some of the reviews—written by both Miss Moore and other authorities on the subject—which appeared on the page called "The Three Owls," edited by Miss Moore in such a distinguished manner for more than six years for a New York newspaper. In addition to aiding in reviewing children's books, the articles in this book provide delightful reading for adults. As the subtitle, *Volume III*, indicates, this is the third collection of reviews from "The Three Owls" which has been published. It contains an annotated list of "Distinctive Children's Books of a Decade," a decade in which, as Miss Moore says, "children's books reveal more new forms, both outward and inward, than at any other period in their history." Some of the chapters will be especially helpful in discussing children's books in a



* Published by Doubleday, Doran and Company, New York. \$5.

* Published by Coward-McCann, Inc., New York. \$3.

general way; "On Catching a Child's Fancy," by Paul Fenimore Cooper, is one of them.

Choosing books for adolescents offers its own difficulties. Both of the books mentioned above will help in meeting them, and so will *Adventures in Reading*, by May Lamberton Becker.* Its discussions and lists of different types of books furnish a sane and concise guide in choosing books for the older boy or girl. Mrs. Becker's object in writing the book was to make "the youth of twelve to sixteen feel a real interest and responsibility in training his own discrimination and taste in reading." Mrs. Becker is too good a writer and understands young people too well to "write down" to them. Her books will be thoroughly enjoyed by them, and by their parents and teachers, for itself as well as for the excellent advice it gives. The tone in which Mrs. Becker addresses her young readers is an excellent model for all adults to follow in advising boys and girls about books.

Book Week Plans

THIS year the theme of Book Week is "Round the World in Books." We need not again remind you that one of the surest methods of promoting world peace and friendship is acquaintance with other peoples and their customs, and that one way of acquiring this acquaintance and the resulting sympathy is through reading. To promote world friendship and to further the reading interests of children many teachers and parent-teacher associations will want to sponsor projects in schools, and many study groups will discuss the subject. We have space to suggest only a few projects and topics for discussion, but your librarians will give you further help.†

The parent-teacher association would find

* Published by Frederick A. Stokes Company, New York. \$2.

† For additional project suggestions and for information as to where to obtain Book Week posters, address CHILD WELFARE, 8 Grove Street, Winchester, Massachusetts.

October, 1931

it rewarding to arrange an exhibit of children's books. The nearest bookstore will probably be very glad to cooperate by lending a number of books for the purpose. If possible, have a table for each grade; but if space does not permit this, you can easily have a large table with the books grouped according to the ages.

A book poster contest will stimulate interest among the pupils, the best poster drawn by a pupil being exhibited in a store window.



A good subject for an essay contest is "What I Have Learned About Other Countries from My Reading." A prize of a book could be offered for the best essay, or arrangements could be made with the local newspaper to publish the winning essay.

A book review contest for the children is a worth while project, both because of the reading the children do in preparing their essays and because of the experience in marshalling their thoughts which it gives them. You might arrange with the local newspaper to publish the best review from each grade.

A prize of a book could be given for the most discriminating list of "Books That I Like Best."

Among topics for discussion by parent-teacher associations are "Books for the Pre-school Child," "Books for the Elementary School Child," "Books for the Junior High School Boy and Girl," "Books for the High School Boy and Girl." These talks can well include discussions of methods of stimulating interest in books as well as lists of books suitable for the different ages. *Children's Reading: A Guide for Parents and Teachers*, by Lewis M. Terman and Margaret Lima,* will give valuable pointers in preparing such a discussion.

For a long-time project in schools with inadequate library facilities it would be

* Published by D. Appleton & Co., New York. \$2.

effective to sponsor a school library—raising money for purchasing the books, giving time as librarians until a paid librarian could be employed, supervising the use of the library. This project is not limited to Book Week. It is an important work which involves the

cooperation and interest of all members of the association. *Library Service for Children*, by Effie L. Power, which Mrs. Rugg reviews in "The Book Shelf" this month, will give aid in such a project and will suggest many additional projects.



From *The Three Owls*

The Convention of Colored Parents and Teachers

THE fifth annual convention of the National Congress of Colored Parents and Teachers was held in Washington, D. C., July 26-29. Sessions were held in the new and up-to-date Garnett-Patterson Junior High School, and the general theme was "The Children's Charter Our Challenge." The National Congress of Parents and Teachers, with the cooperation of the White House Conference and the Better Homes Committee, arranged an exhibit which proved most helpful to the delegates.

Under the leadership of Mrs. H. R. Butler of Georgia, National President, and her enthusiastic and loyal board, this Congress has in the past five years developed a membership of about 18,000 and is organized in seventeen states. The sincerity of purpose with which the work of the organization is carried on and the desire to adhere closely to the program, policies, and ideals of the National Congress of Parents and Teachers are in constant evidence.

The reports of delegates were most gratifying, showing that each state has as its objectives better health and protection of its children through an educated parenthood and an enlightened public. Great

progress has already been made. On every side we heard praise of the help given by our state branches to the work of this group. Among the speakers were Mr. W. E. Baker, General Secretary of the National Congress of Parents and Teachers, and Miss Ellen Lombard, Chairman of the Committee on Home Education. On the last day of the convention, Mrs. M. W. Blocker of Jacksonville, Florida, was elected National President.

At the request of Mrs. Butler a five-hour School of Instruction was given on Monday, led by Mrs. Louis T. de Vallière, Fourth Vice-President of the National Congress of Parents and Teachers. Mrs. C. E. Kendel, National Field Secretary, was also present and took part. Seventy-five persons were in attendance during the day and forty-one, six of whom were men, took the whole course and were presented with certificates at the evening session. Twelve states were represented. It was an alert, interested group, eager to give and receive help. For recreation, the class sang negro spirituals, which were soothing and restful. The occasion will long be remembered by the class leader.

If you think your children are selfish and ungrateful because they do not goose step with your plans and ambitions for them, stop a minute and meditate upon what they think about you.—ESTHER LORING RICHARDS

Standardizing Education

An Englishwoman Looks at America

BY FLORENCE COWLES



WE are a nation of standardized people, according to Mrs. Beatrice Ensor,* the English director of the Chateau de Bures school near Paris, and she believes that many of the difficulties which American youth find it necessary to face when reaching the threshold of life are caused by this standardization.

In an interview which I had with Mrs. Ensor when she was in this country we discussed the problem a bit.

"America is suffering from a great handicap due to its slogan of standardization," she declared. "Standardization has descended upon your land and it restricts education. It has permeated every phase of American life.

"Standardization is the result of pioneer days. Pioneer methods account for the co-operative instinct in America, the endless committees, the social activities, the inability of the average American to do anything by himself.

"Social life started when the owner of some household implement lent it to a neighbor. Often one kettle did duty in a whole village. Needles also were prized possessions and used to be loaned when there was much sewing to be done.

"Then when labor was needed, everyone helped everyone else. When there were carding and spinning and weaving to be done, when there was a quilt to be made, and meat to be salted, the women got to-



Beatrice Ensor

gether partly for sociability and partly from necessity. This community idea has been kept up and fostered until now most things are considered community projects.

"Take, for instance, the idea of the community chest. Such a project could never exist in England. I'll even go further and say that the idea of such a thing could never be conceived in England. English people are reserved. They are sufficient unto themselves. Take gardens as an example. When an Englishman plans a garden, he plans a wall as well. The wall is erected about the garden so that no one can see into it. He wants it secluded. He wants to be able to have his tea served to him in his garden in privacy. But in America even garden walls are few.

"And as for the big community wash-rooms which exist in American schools, clubs, hotels, stations, and so forth—why, no Englishman would *think* of washing in these semi-public places!"

The last statement interested me very much as the subject of single suites was one of the problems confronting the Harvard authorities when plans were being

* Mrs. Ensor is a director of the International Federation of Home and School.

drawn for the large new dormitories built under the house plan.

In English universities, every man has his own bedroom and living room. Many of these single suites were provided in the new houses at Harvard but last September it was found that they were the least popular. American men wanted to room together as they had done through "prep" schools and at summer camps. They didn't like the idea of "being shut off" in suites by themselves. But, according to Mrs. Ensor, no self-respecting Englishman would consider sharing a suite with another student except under dire necessity.

"They would feel that their privacy was invaded and they would resent it. An Englishman likes companionship but he feels that there are hours which are best spent in seclusion.

"For this reason, the 'new education' is being developed along different lines in America than in England," continued this advocate of the "psychology of wholeness." "In America, the 'Dewey philosophy' is being worked out. Children in the schools do projects in 'units of work.' They study, let us say, cotton. Each child works out his bit of the project, then they get together and tell about their discoveries. In England, the child does the entire project himself. The work of the child is wholly individual."

Mrs. Ensor has organized two progressive schools in England—St. Christopher at Letchworth, and Frensham Heights at Rowledge, Surrey. She preaches the education of completeness. Human beings are just beginning to show, through inventions and creations, the things of which they are capable, Mrs. Ensor believes, and she and her little group of educators who form this world-wide movement for a new era in education hope to hasten the advent of the "complete man." They call the movement the New Education Fellowship.

"From twelve years on, each child should himself choose the subject he studies," Mrs. Ensor declared. "If he has the right kind of teachers, he will be enthusiastic about his work and will go fast and far along the lines he selects."

The theory which demanded that students take certain subjects such as Latin and mathematics, for instance, because they "trained the mind" is an exploded theory, according to this delightful English lady. She says it is bad psychology.

Touching on her own sex and forgetting the children momentarily, Mrs. Ensor analyzed American fashions which she believes are too standardized for the good of women.

"American women are well dressed, yes," she continued, "better dressed than English women, I will admit, but at least English women wear the clothes they *want* to wear and American women wear the clothes they think they should wear. I cannot get over the fact that American women carry this standardization so far that they permit their wedding rings to be standardized! At present, America considers it chic to wear platinum wedding rings, so women married in the era of gold bands are turning them in to have them credited toward the cost of platinum rings! Where is sentiment?"

Apropos of this apparently complete subservience to standardization which was very much on Mrs. Ensor's mind the day I talked with her, she told the following anecdote.

"For some weeks I have been looking for gifts to take home. I wanted things representative of America, and everywhere I went I tried to shop, but I could find nothing that was individually American.

"Finally, in California, I came upon some lovely Indian things and I thought, 'Ah, at last!' But imagine my surprise when, on examining the things carefully, I found they bore the stamp, 'Made in Germany.' Your art is standardized, your meals, the way you do things. No one does anything that everyone else is not doing.

"You ask how, if we are so individualistic in England, we were able to mobilize as we did during the war. Englishmen will always hang together. When they see danger they will sink their individualism and muddle through. But they do not like it because they have a tremendous fear of standardization of intelligence."



Promoting Peace

The International Meeting at Denver

July 27-August 1, 1931

BY MARY L. LANGWORTHY

First Vice-President, National Congress of Parents and Teachers

RECALLING the old missionary meetings when we gathered to hear about The Heathen in Foreign Lands and how impossible it would be for him to get into heaven without our intervention, I think I must have subconsciously expected something of the same kind of self-satisfaction from telling the foreign delegates about our superior organizations for parent education in the United States. It was fortunate for the reputation of our Congress that I was scheduled for no speeches and made none, for I might have made that fatal mistake. Fortunately also, our speakers had either attended other international meetings or else were endowed with the priceless gift of understanding, like our president, so there was no boasting to be apologized for among our own members.

I was sorry that the infinite tact of the foreign delegates made them wear our costumes, for the scene would have been enhanced by the lovely national dress of other countries. Except for an occasional East Indian turban there was only an accent to differentiate these peoples of such fine culture that practically everyone spoke English—with the Oxford tone.

Every parent-teacher delegate was met at the Denver station by the Colorado state president and her aides who not only took us to the hotels, but throughout the whole

week drove us back and forth to the West High School where our meetings were held, put the loveliest of bouquets in our rooms, and attended every session of the convention in addition. You who remember the now famous hospitality of the Denver Congress last year may double that in your minds and not be far wrong. One day had been set aside for all-day mountain trips, or whatever the delegates desired, and this same committee took all of the Congress delegates who could go, to Estes Park in private cars. We left at seven in the morning and got back at ten, incredibly refreshed by the keen air from the glaciers and the exquisite beauty of the mountain scenery. They gave us an inspiring evening together at a parent-teacher dinner in the unique and interesting "Temple of Youth," where we felt the warmth of the whole Colorado Congress flowing through welcomes and short speeches by state, national, and international presidents and delegates.

WE were all very happy to find our former national president, Mrs. A. H. Reeve, now President of the International Federation of Home and School, in her normal health and vigor. She presided at all the sessions of the Federation of the Home and School Section of the

World Federation which met every day, either alone or in conjunction with the Health Section where Miss Mary Murphy was very active; and of the Preschool Section of which Dr. Randall J. Condon is chairman.

Mrs. Hugh Bradford, President of the National Congress of Parents and Teachers, spoke at the Joint Section meeting on Health, giving a fine impression of our Summer Round-Up, and a comprehensive report of our general Congress work when the federated organizations were called upon to account for their activities during the last biennium. Her calm, clear delivery and fine exposition were a great gratification to the Congress delegates.

Mr. Newell W. Edson reported, not for our organization, but for the American Social Hygiene Association. Miss Murphy did the same for the Elizabeth McCormick Memorial Fund, and Miss Charl Williams, for the National Education Association; but we took much satisfaction in remarking to other delegates that they were all powerful influences in the National Congress.

THE general theme of the convention was International Understanding, and all the addresses led to that great principle. Heads of educational systems or great universities from The British Islands, India, Japan, France, Germany, Belgium, Mexico, Panama, Ecuador, Switzerland, China, and the United States presented variations of the theme from the standpoints of Service, Education, Mutual Appreciation, and Diplomacy. As the week advanced it became easier to see why nationalism has prevailed for so many generations and why the international viewpoint has been long in coming. Even the barrier of different languages, with the possibilities of a shade of variation of meaning, is enough to provide sufficient misunderstanding to cause suspicion or its consequence, war.

Addresses on education and school books showed how nearly impossible it is for a pupil in any land to gain an impartial knowledge of history through the books written by the historians of each country.

Mrs. Reeve said, as many of us recalled with amusement, that her old geography defined the French people as "a volatile people, fond of dancing and light wines," and other speakers told equally absurd things about the content of text books. Most of our modern histories cause international misunderstandings. The suggestion was made that all histories should be written by an international board of impartial scholars who would tell the truth about every people.

As for our own Home and School Section meetings, the farther off one stands and views them the more impressive and valuable they seem. The programs had been excellently planned on the theme "Cooperation of Home and School on a



With the exception of dress, these little Dutch children are not so very different from our boys and girls.

Basis of Common Objectives" and most of the scheduled speakers were there to respond.

Mrs. Reeve's opening speech set the tone for all discussion. She said such pithy things as these: "The home and school movement is not an end, but a means to an end." "The program should be as carefully worked out as a school curriculum." "Small groups studying have advantages, but lack the size to create public opinion."

"But a great parent-teacher association which is not strong in study is nearly worthless." "There are antiquated schools and antiquated parents. Bigoted parents are as great a menace as bigoted school officials."

Mrs. Edward Mahon, of British Columbia, told about their observance of Good-Will Day, May 18th, and suggested ways of developing international understanding thereby. Dolls may be dressed in national costume and sent as gifts to children of other lands, as well as treasure boxes, airplanes, and books. The correspondence which follows this exchange of gifts is of great value to the children. In Canada on this day the school children pledge themselves to preserve fair play, fidelity, and good-will toward all nations. Dr. R. V. Gogate, of India, whom many of us remembered as taking part in the international program at the national convention held in Cleveland, pleaded for understanding through story telling, or reading the stories that are dear to the children in other lands.* There was much emphasis of this principle by the delegates and we all hoped that parent-teacher associations would put it into practice.

Monsieur Milson, Director of the Junior Red Cross, League of Red Cross Societies, France, told of the work done in all countries under this banner. It is an organization of peace-time activities, with emphasis on health and sanitation. There are twelve and a half million children enrolled in it, "making a great, international family." He recommended the magazines of the Junior Red Cross (there are thirty-six of them) for supplementary reading in place of some of the dry classics. They are valuable also for use in modern language work.

Madame Liard, Secretary of the Liaison Committee of the Major International Associations, told of this vast organization of twenty-nine international organizations working for the welfare of children and young people. It is organized on the "basis of no politics and no religious differences." "There are no frontiers where there is a

question of the welfare of children." She spoke particularly of the necessity of work on children's literature, motion pictures, interchange of visits—carefully chaperoned—between youths of different countries, and school books.

Mrs. Roddice Constable of London told about the activities of the Parents' National Educational Union, which is like our Congress in many ways, but with greater emphasis on parent education. They conduct graded lessons for parents on a plan originated by Charlotte Mason forty years ago—approximately the same time that parent education work began in America.

Mrs. Ivah Deering described a Home Society in Finland on the Arctic Circle, where there are three thousand mothers organized for study and the development of the home.

Miss Murphy explained why it is essential to procure home cooperation in any child health project. She said that one or both parents should be present at the health examination of the child; that the school lunch room should be a means of extending health education to the home; and that no plan which calls for proper sleep and rest periods could possibly be accomplished without the help of the home.

Mrs. Bradford gave a valuable paper on "A Mental Health Program for Home and School" which gave rise to much interesting discussion led by Dr. Johnson of the Colorado Psychopathic Hospital.

Dr. Stack showed a clear connection between mental health and safety. He is Supervisor of Child Safety for the National Safety Council, and I was thankful throughout his address to trace the same principles that Miss Telford has so often given us in the work of our National Committee on Safety, for she, too, is connected with the National Safety Council.

Dr. Ernest R. Groves, in his address on Mental Health and Childhood, said: "From birth a mental health plan must include a release of the child from adult dominance and protection, this to be brought about as early as possible." He urged us to help children to develop skills of all kinds in order to make them independent. These were

* The theme of Book Week this year is "Round the World in Books." See "Getting Ready for Book Week" in this issue.

hard but salutary truths for those who have taken pride in the absorbing love and dependence of their children. He urged training for parenthood in high schools and colleges, and also in medical schools.

Mr. Edson, speaking on the "Adjustment of the Child to the Community," told us that no matter how the home has failed in the care of the child, the community has made a worse failure. "As long as appreciation of art and music are regarded as frills in education, as long as play spaces are pitifully inadequate, and as long as youth's play is considered a luxury, so long does the community fail in its care of children," he said.

Dr. Otto Tacke of Germany gave an interesting picture of the contrast between learning under the old autocratic order in his country, when there was a sharp line drawn between the education of children of the upper and lower classes of society, and the present order, when all children have equal opportunities. He spoke of the difficulties in education while the minds of a people are harassed by terrible economic problems and possibilities of war.

At the joint session of the Preschool and Home and School departments, Dr. Condon took us with him on a beautiful pilgrimage over the places where Pestalozzi was born, lived, and died, when he inspired Froebel to his great Kindergarten plan; while Miss Alida Shinn, who has conducted a notable nursery school in Hawaii for three years, told about her work and showed delightful pictures of Pan-Pacific babies playing joyfully together in school. At this session Mrs. Reeve gave what seemed to me her finest address. It was on "International Understanding as a Habit"; I hope

this will be printed in full. Dr. Agnes Tilson of the Merrill-Palmer School in Detroit read a valuable paper on the principles and practices of the nursery school movement in America.

ALL that I have been trying to report has been about the Home and School department of the main convention, which was that of the World Federation of Education Associations. Now I come to the meeting of the organization of which the Congress is a member, of which our Mrs. Reeve is president and to which I was appointed a delegate — the International Federation of Home and School. This was really only a business session in which reports were made by the officers, directors, and committee chairmen, an election of officers held, and plans made for the work of the coming two years.

The president's report gave so comprehensive a view of the field of parent education all over the world that we were

thrilled with a sense of union with all fathers and mothers and teachers everywhere. It is a magnificent thing to be a part of a great sweeping movement such as this, and I am convinced that it was good for Congress members to know that our objects, purposes, and activities are not unique.

THE following officers were unanimously elected: President, Mrs. A. H. Reeve; Vice-Presidents, Dr. George W. Kerby of Canada, Mrs. Gideon W. Draper of Japan, Miss Ishbel MacDonald of England, and Dr. Pierre Bovet of Switzerland; Secretary, Miss Anna B. Pratt of the United States; Treasurer, Dr. W. Carson Ryan, Jr., of the United States.



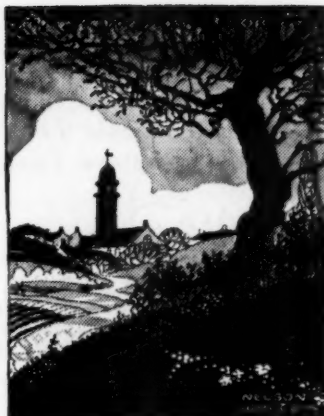
Stapp's Lake where the Public Health dinner was held

The Conference on Parent Training in Churches

THE people who attend conventions differ greatly from year to year. Of the one hundred and fifty who were at the Denver Conference on Parent Training in Churches not one was present at Hot Springs. But apparently everyone had read *CHILD WELFARE* for May and visited the exhibit room where posters, books, magazines, scrapbooks, and mimeographed bibliographies told the story of the cooperation of the churches and the Congress. Each delegate's book carried a two-page study of the relation of the churches to the Children's Charter. So in the conference there was no divergence of opinion as to the common interests of the Congress and the churches in carrying forward the aims of the Charter. There was a sense of deep satisfaction that so many ways of cooperation are open, and particularly that the committee on Parent Training in Churches is ready to function as a national committee with state chairmen.

At the close of the conference the associate chairman summed up the plan for local cooperation. Members of local associations in schools may assist in forming groups in churches for the study of parent problems. Such a church group may be formed in connection with any department of the church. The organization should be as simple as possible, a leader and a secretary being the only essential officers. Special committees may be appointed as needed and discharged when their work is completed.

Members may or may not also be members of a regular parent-teacher association. In relation to the Congress, members of a church group do not pay dues and do not vote. Publications of the Congress which are desired may be secured from the state chairman of Parent Training in Churches at list prices. The state chairman will furnish information on methods and materials



for church groups and assist any church requesting help as far as he is able. He will also keep records which will be included in the annual report of the state to the Congress.

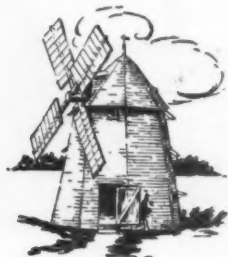
Church groups which desire to be Congress units may become such in the usual way, by making their by-laws conform to Congress standards and paying per capita dues. It is realized that the Congress form of organization is unnecessarily elaborate for most church groups. The more informal group, large or small, especially interested in some parent problem, is particularly popular at this time. It is frequently an advantage to arrange for a definite number of meetings, adjourn for a time, and resume again for another definite period. Groups planning their study in this way may be able to carry their programs over from year to year. Parents may thus find that they are acquiring new skill in meeting successive problems.

The method of conducting study groups is the same as in other parent education groups. The most important recent publications of the Congress of value for church leaders are the leaflet on *Parent Education* and the *Parent Education Year Book*. Guidance material may be chosen on the advice of denominational leaders or from the lists prepared by the committee on Parent Training in Churches and other committees.

PEARL ADAIR WINCHESTER,
*Associate Chairman,
Committee on Parent Education in
Churches, N. C. P. T.*

CHILD WELFARE

*Published in the Interests of Child Welfare
for the 1,511,203 Members of The National
Congress of Parents and Teachers*



THE GRIST MILL

The Measure of a Teacher

WHEN only four years old I was introduced to the one who was to be my teacher for the next two years. I have a vivid memory of her as she held me in her lap and I can almost feel the loving pressure as she drew me to her. This teacher was to me a very wonderful person and for many, many years she represented an ideal which was personified in all my teachers. I felt sincerely that a teacher could do no wrong, that she knew everything and never made a mistake. As I grew older—it seems strange to me even yet—this idea persisted and carried through even to my days in the normal school.

WHEN I became a teacher and had taught for some time, it suddenly dawned upon me that I was in this class which I had idealized. I am a teacher, I said to myself, and a teacher is only an ordinary person after all. She has the same problems, the same faults, and the same misgivings as other members of the human family.

THEN came the time when I left the profession of teaching and married. In a few years I was the mother of a lovely baby girl. The joy of being her mother and getting her ready for her school life

The Objects of the National Congress of Parents and Teachers are:

FIRST, To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children.

SECOND, To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

—From the National By-Laws, Article II.

is never to be forgotten. From the first few weeks of her life until she was a big girl, the hours between five and six were hours we had together. Then came the day to take her to school. On that day I saw the teacher in a new light. She was the one I expected to give to my child the love of school that my first teacher had given to me.

As time went on I found from my child's experience in school that there are many kinds of teachers. When this same little girl sat on the side of my bed in the morning and begged me not to make her go to school, I became acquainted with the wrong kind of teacher, the one who saw subject matter instead of boys and girls. Then my idea of a teacher was in confusion. I was forced to the conclusion that there are both good and poor teachers.

THE years have passed. My work today is to inspire the teacher to her best efforts. I am finding that an ideal teacher should be one (and this idea is being strengthened by observation) who knows her subject and prepares her lessons, but teaches children; one who meets the problem child as a challenge and is not content until all her pupils are started toward a realization of their best possibilities.

TEACHERS are human and need knowledge of the outside world. They need more recreation and more beauty in their lives. Thus my old idea of a teacher as a perfect person has changed to that of a person who needs social experiences, not from books only, but from life and its

contacts, a person who has great responsibilities, and opportunities to raise the moral standard of a community, a state, even a nation.

—PEARL M. T. REMINGTON

Chairman, CHILD WELFARE Magazine

Committee, N. C. P. T.



Children First

IN the face of danger or disaster on a sinking ship we would strike down anyone who attempted to save himself at the expense of a child. Children come first not only on sinking ships but in our hearts, our homes, our schools, and our churches. They *are* first. The race can save itself—can lift itself higher—only as children are lifted up. In this unique period of depression with its extreme want on the one side and its extreme fortunes on the other, many schools are carried down to disaster—their doors closed—their funds cut off. Boards of education and other public officials are often hard pressed financially but they cannot afford to give up the idea of children first. To do justice by the child it is necessary to do justice by the child's teacher.

Teachers have never had full justice. Their salaries have always been low when compared with their training and their heavy responsibilities. They have never been able to maintain the standard of living which the character of their work calls for. We have never given to our American rural



communities the leadership of a stable, well paid, well trained teaching profession. To reduce teachers' salaries now would be to weaken our first and last lines of defense and to cripple the very institution—the common school—to which

we must look for the training in skill and in character to enable us to rise above present conditions. Teachers

know this but they do not always make it plain to other citizens of the community. This is the time when the schools need to keep close to the homes; when every teacher needs to realize that he must interpret his service in terms of its human significance and values if he is to save the schools and protect the rights of the children.

Copy this editorial and take it to members of the school board, the editor, and other leading citizens. Tell them about your own work—the fascinating story of what you are doing to help young people to become masters of themselves. Let's *keep the children first.*—JOY ELMER MORGAN (*Editorial in the NEA Journal*)

Concerning Older Children

For Study Groups and Parent-Teacher Associations

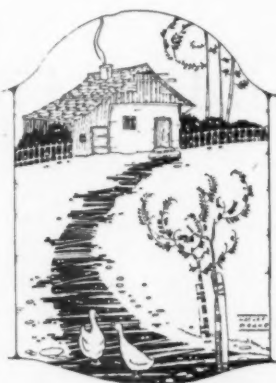
The Happy Family

By W. E. BLATZ

Director of St. George's School for Child Study, Toronto

NOTHING is more distressing than to find that a belief, firmly entrenched, has no other ground than tradition. We go through life having our Santa Clauses reduced to masquerading puppets. Faith is firmly grounded by our teachers and parents because of their position and authority, and with maturity we find that the concept is based not on absolute grounds but on arbitrary opinion. Criticism consists first in revolt and then in careful inquiry as to other possible arrangements. The final judgment is usually one of "making the best of it." One is optimistic or pessimistic according to the outcome of the adjustment.

One of the traditions of our civilization is monogamous marriage. There has been built up around the framework of this custom an ideal of "happy marriage." The seeking of a mate has been reduced to rules and regulations by the eugenicist, the astrologer, the necromancer, the novelist, the sentimentalist, and the parents. The ideal home has been pictured as a steady, wage-earning, sober father; a complacent, doting, conservative mother; and three (or is it three and one-half) "tiny tots" playing on the living room floor under the patronizing and feline protective gaze of the straight-party-ticket-voting parents. Difficulties and misunderstandings arise but pass painlessly into the limbo of unrecalled experiences, or they are tightly locked in that ever-present closet with the shiny bones of the family



skeleton. "Make a job of marriage" is the advice too often given to a prospective bride or bridegroom. "Wait until they have a child" is the nostrum too frequently advised or anticipated as a cure-all for the ills of maladjustment.

This is one of the traditions that we must examine carefully and critically. Reasoned judgment finally decides that "there is no job of marriage, *per se*." We shall try to show that less effort would be needed in "making the marriage go" if more energy were employed in the specific tasks of general social adjustment. Success in these specific tasks leads to a relationship within the home that is solid and shatterproof. The "happy marriage" is a by-product of successful adjustments and never the result of deliberate attempts to make it the be-all and end-all of a union sanctified by the church and recognized by the state, and cynically apostrophized by the general populace.

Training for Marriage

WE are the slaves of our past. We can no more act in accordance with set laws and rules if our past experience has not prepared us for this behavior than an uninitiate can play Schubert's "Unfinished Symphony," no matter how willing or anxious he may be so to do. And hence, the training and preparation for a congenial marriage union begin at birth. The child should be given an opportunity to learn

how to live with people, many people, happily and harmoniously, and still maintain an individuality and an interest that will never merge with any but his own diverse personalities or selves. How can one expect to live happily with *one* person if one cannot live happily with a group? No purely curative device introduced at a late stage of maturity can substitute for the lack of preventive measures.

Assuming this contention to be true, it will be immediately apparent that the matter of adjustment is complicated before the problem arises. The difficulties of an immigrant adjusting to the different customs, laws, and traditions of his adopted country are well known. In the same way the bride and groom bring to the newly formed family the traditions, customs, and attitudes of their own families. These must be merged into a unity and the arrival of a child makes necessary the passing on of these traditions in some conglomerate way. Thus each family is potentially a crucible in which the habits of living of seven distinct families are fused—the four grandparents, the two parents, and the new family. No wonder difficulties arise. The wider apart the traditions are, the more understanding effort must be expended—for example, differences in religion, race, economic standing, and social status.

The problem is further complicated by certain prevalent theories which might be called the product of "instinctology." "Human nature can never be changed." "Mother love will find a way." "We are all animals at heart." "One cannot make a silk purse out of a sow's ear." These and many other fatalistic doctrines are incorporated willy-nilly into the training of children and the organizing of a family. How much more efficacious and optimistic is the doctrine that the laws of human behavior are at least as rigid as other so-called natural laws; that the results of human conduct have antecedents as discernible and analyzable as the movements of the planets; that the acceptance of responsibility for the outcome of any act, choice, or decision is the fundamental basis for adequate social adjustment; that with increased knowledge

about human conduct the prediction and hence the control of social events will become more and more in evidence. Nothing will further this plan more, at the present, than a point of view which assumes that the present family is one of many possible social arrangements; that it happens at the present to be the most acceptable to the state; and that careful research will reveal ways and means toward a happier social structure by means of education rather than inspiration.

Let us return to the idea expressed in the third paragraph. The matter of adjustment within the family is determined by behavior patterns organized as early as the first year of life and adequate interrelations between husband and wife and parents and children depend upon whether each individual is making a personally satisfactory adjustment to the total-life demands and not particularly to the circumscribed demands of the family circle.

Resolving Family Conflicts

IT is needless here to expand on the well-known thesis of the multiplicity of selves and the necessity for asserting one's self in certain social situations and the corollary that unless this is possible some compensatory arrangement must ensue in other selves. Thus, a man who finds it impossible because of training, native ability, or opportunity to excel in the vocation thrust upon him or of his own choosing will compensate for this feeling of defeat by excelling in a sport or hobby or by dominating in the home, club, or social group. A woman who finds no outlet for self-expression will dominate the home—either her husband, her children, or the servants. Examples may be quoted indefinitely to show that this rather simple mechanism is not only universally manifest but exceedingly important. When directed into channels that bring satisfaction, and harm to no one, the result is desirable. When, however, the compensatory assertiveness is directed into channels that block others who require the same way, there will be another conflict added to the one already operating. This is usually the starting point of a misunderstanding.

Fortunately, the field of human motivation is infinitely diverse. The opportunities for self-expression are so great that no one need find himself in a position where all roads seem blocked, *provided* the proper type of educative procedure is begun from infancy. One might stop here and digress on the necessity for arranging an educational program which will maintain the zest and interest in learning manifested by children in early infancy and childhood, so frequently atrophied from disuse because of the traditional educational philosophy still common to many schools. This topic requires more space than is here available; its implication, however, is stressed.

The attitude of the clinician, social worker, or guide, philosopher, and friend when presented with the case of "family adjustments" should be to "expect conflicts!" They cannot be avoided but they may be so resolved as to leave both parties satisfied by some compensatory arrangement. When the question of summer holidays arises and the husband decides to go to the mountains and the wife decides to go to the lakes and they compromise by going to the lakes, one may laugh with cynical enjoyment at the discomfiture of the husband or with self-complacent irony at the victory of the wife. Either form of behavior is a subtle testimony of your own family balance. The clinician, however, is anxious to know the previous methods of compromise, the emotional left-overs of the compromise, and other data.

Marriage—A Changing Institution

UNFORTUNATELY, with the idea of monogamy there was dragged in by the heels the idea of patriarchy. With other

customs and traditions of the dominance of the male and the necessity of certain skills peculiar to the male for biological survival of the family group, these two social arrangements were possible. But with the growth of feminism (or is it masculinism) the idea of the patriarchy is not only unthinkable but impossible. The difficulty arises, as stated above, in arranging a social group in which the individual interests of each member are preserved but where

a social unity of an arbitrary group is made imperative. Of course, it is easy to say that the solution is communism with absolute freedom of the sexes, civil contract marriages, and state control of the children.

This plan simply shifts the second factor of an imperative social unity to include the whole state instead of the family. It should be relatively easier

to work out a common-sense plan for a small group. Whether the next stage in social evolution is communism or polygamy or matriarchy or a going back to strict patriarchy is still an open question. In any case, education of the young for whatever type of social structure they must assist in supporting is essential, and that is the major point of this thesis.

With the invasion (if this is the correct term) of women into higher education, the business world, the professions, and most, if not all, of the activities formerly reserved for the male, a change was necessary in the marriage or family relationship. With the sharing of these posts there came to be an inquiry into the tradition that a "woman's place was in the home." Housekeeping, the bearing and rearing of children, and a faithful acquiescence in homely duties are no longer the established corollary to the wage-earning of the male. Perhaps it is because



it is apparent that being out of the home and belonging to another group than the family offers to the male far more than mere wage-earning; it offers also other contacts, social interchange of ideas, other loyalties. Quite justly the wife, without wishing to shirk her responsibilities (arbitrarily fixed by tradition and hence capable of revision), wishes to participate in this opportunity of the male. The consequence is that housekeeping becomes a "job," a vocation conducted efficiently by the wife or by someone under her supervision (assuming that the recent advances in household economics, household science, and euthenics have accomplished or will accomplish this end) exactly as the "jobs" outside and, more important still, all other family responsibilities, especially the rearing of children, are shared by both parents. This has been, as far as I can see, one of the most interesting changes in family adjustments. Obviously it is as yet not universally accepted, but the handwriting is on the wall.

This sharing of the educational responsibility (formal and—well—informal) is a matter requiring considerable thought. The necessity of clarifying one's own philosophy of living when discussing problems of child care with someone else would make for saner resolutions of the many more conflicts that would obviously arise. As above, conflicts are necessary; by avoiding them nothing is gained; by frank exposure their potency as mischief makers is lessened.

Contradictions in Child Training

PERHAPS the sharing of this responsibility would lead to an exposure of some of the contradictions at present in vogue in most families where there are children in training. For example, most families are at present communal in their economic structure. This may not be necessary but the fact remains that there are a common domicile, common utensils, a common purse, and sometimes a common bedroom for the whole family. When the child grows up he must adjust himself to a strictly capitalistic world. If he does not adjust satisfactorily, his behavior is manifested by acts which we

call stealing, embezzling, and fraud. The arrangement of a process of learning in this situation is vital. Unfortunately, the problem has been indirectly attacked by the use of morals, ethics, and parables, rather than a direct plan of arranging within the home a capitalistic environment fitted to the growing maturity of the child. In other words, the distribution of the family budget should be as rigid as for any business enterprise, with the added responsibility of services rendered within the home as growing capacity warrants. Of course, a mercenary "mine and thine" within the home is distasteful to anyone whose training has been that of most of us—namely, "Be generous to your family, but strike a hard bargain with everyone else." But whether distasteful or not, the fact remains that this is one of the specific tasks of family adjustment giving rise to many conflicts and can be solved only by inquiring into the best means of training children to live in our peculiar economic world. Again we may say, let us change the economic system. In any case the child must adjust to some economic system, and to do this he must learn.

Another contradiction apparent to any student is the concept of honesty in language which we insist upon impressing on our children and blithely violate as adults. Not that lying should be condoned, but that the present-day approach is educationally unsound. The child should learn from experience that lying makes for social situations *distasteful to himself*. The moral aspect of the problem is quite another question.

Learning to Live with Others

WHAT has all this discussion of child training to do with happy family adjustments and problems of marriage? The reader may well ask. Attendance at any Court of Domestic Relations will answer the question. Our present-day adults have not learned to live socially with one another. A new generation, or new generations, is the hope of the future if our present social system of family life is to be maintained, and there does not appear at present any better system on the horizon. All that the clinician or judge

can do at present is to advise some therapeutic measure toward developing within the family (obviously maladjusted or they would not be asking for advice) some means for individual self-expression. This may be through religion, sex, financial rearrangement, vocational guidance, cooperative participation in recreation or sport, separation, or divorce.

Divorce is today a social surgical operation. Statistics upon its growth, propaganda in its favor, or polemics against its efficacy are mere words. It is a necessary outcome when people close their eyes to the necessity of training children to adjust satisfactorily to a highly complicated and more or less crystallized social order, and point still blindly but ecstatically to the instincts as a guiding star.

Questions for Discussion

1. How much energy and thought should be expended on "making the marriage go"? When does training for marriage begin? In what ways?
2. What part should instinct play in a successful marriage?
3. What is the starting point of a family misunderstanding?
4. What part does self-expression play in family life? How may it work for the good of the group as well as of the individual? How may it work for the unhappiness of different members of the group?
5. What are some of the changes which have recently taken place in the family relationship?
6. What are some of the contradictions in the training of children today?
7. What is the proper psychological method for teaching the child not to lie? Give examples drawn from your own experience with your boy or girl.
8. What is the relation between divorce and training boys and girls to adjust themselves to society?

(This is the second article in a study course, Concerning Older Children, given under the direction of Dr. Ada Hart Arlitt, Chairman of the National Committee on Parent Education. The third article, "The Older Child and Problems of Discipline," by Afton Smith, will appear in November. For free program leaflets outlining the entire course, send to CHILD WELFARE, 1201 16th St., N. W., Washington, D. C.)





The Home of Today

A Brief Course in *Home Economics* for Parent-Teacher Associations Interested in Making This Field the Basis for Their Discussion Groups for This Year's Work

PREPARED BY MARGARET JUSTIN

Dean, Division of Home Economics, Kansas State College, Manhattan, Kansas

LESSON II

The Family Income and Its Expenditure

"There are many things, attractive in themselves, for which money may be spent that have no bearing on effective living."—Ellen H. Richards

HAVE you ever heard a woman say, perhaps with a note of despair in her voice, "Where does the money go? I haven't bought half the things I want, and I haven't enough even for the grocery bill for this week!"

Perhaps with a keen sense of sympathy and a desire to be of practical help, you asked if she had tried planning first, or if she kept accounts. Almost invariably the reply is, "Oh, no, I never buy anything except what we actually need anyway." Occasionally one hears a person laughingly state, "Oh, I need the things I want so much more than I want the things I need that I can't follow a set plan."

Let us think of this for a moment. Through the housewife's expenditure of the family income, the members of her family are to be afforded the means of effective living. In most cases that will mean that they will seek not only the necessities of life but some of its comforts. Sometimes the desire for comforts—things desirable in

themselves but not essential to effective living—may lead to their inclusion even at the expense of the basic necessities.

Family Wants

WHAT do you want for your family in order to provide the satisfactions of life? Food for health, clothing as a protection and as a means of enhancing personal appearance, a house that will not only afford shelter from the weather and the world but will also give a means of privacy and a medium of self-expression. In addition, your family may wish contacts with people, perhaps a car or some other means of conveyance, a radio, club membership, provision for college training, and occasional vacation trips.

All of these wants and desires will compete, demanding expenditure in this line or that with little probability of effective use of funds unless a plan for the management of the family finances is made and followed. The importance of such a step is expressed

in this statement from a report of the White House Conference, *The Home and the Child*:

"The management of the finances of his own particular family is of crucial importance to every child. On the wisdom of that management depends not only his physical well-being, but also his first economic education. If his family's money income is too small, or if it is badly administered, he may not only suffer for want of the essentials of food, clothing, sunlight, quiet sleep, warmth in winter, recreation, medical attention, and education, but he will also lack the sense of security and tranquility in his home, without which no child can develop properly."

Dividing the Dollar

How shall we determine the proportion of the income that should go for various items? In other words, how shall our dollar go?

The amount of the income is one of the determining factors of how it should be spent. Can you explain why this is true? What is the average income in your community? In most American homes the father's earnings and returns on savings constitute the family income.

What is the family income in the United States?

It would not be fair to base any statement on this year, nor perhaps on the more prosperous year of 1927, but the studies of the White House Conference show that in 1927 the average wage-worker in our country earned approximately \$1,200 yearly, and the average salaried worker, \$2,000. To secure the satisfactions of life for a family on these wages requires careful planning.

The following division of the income at various levels has been suggested by Dr. B. R. Andrews of Teachers College, Columbia University.

APPROXIMATE PERCENTAGE BUDGETS FOR DIFFERENT INCOMES

Income	Food	Shelter	Clothing	House-keeping or Operating	Advancement	
					Personal	Savings and Insurance
Minimum standard \$1,200-\$1,500 . . .	40-45%	16-17%	12-13%	10%	11-15%	1-3%
Comfort standard \$1,800-\$2,200 . . .	35-40	18	13-15	12	16-20	2-4
Moderate standard \$2,500-\$5,000 . . .	30	18	15-17	14	18-22	3-6
Liberal standard \$6,000-\$20,000 . . .	20-25	20	17-18	15	25	6-15
Super-Liberal \$25,000 upward . . .	15-20	20	18-20	20	25	10-25

Food

Just what shall be spent for food? The apportionment usually suggested is 25 per cent, though on an income of \$1,200 for the family it may be necessary to use as much as half the income for food. The expenditures for food must supply the kinds and the quantities required for the family.

In determining the proportion of your income which you can safely spend for food, first make the deduction for taxes and similar obligations and then set aside 25 per cent of the remaining spending income as a possible food budget. Divide this by twelve and the result by four, and see how nearly you can make these sums cover the monthly and weekly food needs of your family.

It is sometimes estimated that thirty cents to forty cents daily per person is a minimum allowance, but with a lowered cost in food supplies this amount may be reduced to twenty-five cents. The following directions for buying have been suggested:

1. Use fresh fruits and vegetables liberally, especially leafy vegetables.
2. Use whole grain cereals, breadstuffs, and potatoes liberally.
3. Use milk in some form at each meal, allowing at least a pint daily for each person.

If 25 per cent of the spending income will not meet the food needs of the family, further planning must be done, with probably a reduction in the amount spent for rent and for operating expense.

Shelter

What do you pay for shelter now? In general, if you are spending more than 20 per cent of the spending income you may well check to see if you can justify the expenditure.

Operating Expenses

Operating expenses seem to be the most erratic item on the list and the item most dependent on family good will and cooperation.

Clothing

What do you know concerning your family's expenditure for clothing during the

past year? Can you tell who spent the most? the least?

According to summaries in *The Home and the Child*,* one finds costs of clothing for members of a family ranging as follows:

Baby, 2 years old . . . \$30.55 to \$51.50
 Boy, 12 years old . . . 45.00 to 104.00
 Girl, 16 years old . . . 75.00 to 134.00

What factors might explain the variations? How could the expenditures in each case be lessened?

Saving

Because of the importance of saving, and making provision for higher life needs, these subjects will be given more detailed consideration later, but we touch upon them now so that they may be considered in a budget plan.

Wise Spending

IT is evident, isn't it, that with so much to be considered "just buying the things one wants" will not give the best basis for a satisfactory home background for either child or adult. The definite need for a plan will be further shown when we consider the bad effects of unbalanced expenditures on family life. A lack of balance may affect health conditions and ideals, as in the case of families which have money for movies but not for milk, for cars but not for college.

A lack of balance in the expenditures for various members of the family may prevent good will and cooperation, and may definitely encourage selfishness. Can you explain why?

How, then, can a family best use its income to secure effective living for its members? The steps suggested are these:

1. Keep account of family expenditures and monthly income for a period of three months.
2. On the basis of these data, plan to spend an amount that will meet the family needs and give the greatest possible satisfaction to all its members.

Checking one's own desires and habits of living with the so-called national standards or budgets is helpful, not because it tells what should be done, but because it challenges the practices and expenditures of one's own family with the question "Why, why?"

Questions for Discussion

1. What contribution may each member of a family make to the family income? What effect may the wage earning of the mother have on the total family income?
2. Who should determine the allotment of funds in the family budget?
3. How does the addition of a child affect the family income and standard of living?
4. What should parents do when the spending standards of children in a school seem above the budget standard of the community?
5. What plans for spending the family income seem most desirable for your community?
6. What practice prevails in your community in regard to children's allowances? What is an adequate allowance for the eleventh grade boy? for the seventh grade girl? Should it be by the month or by the week?

Suggested Readings

Problems in Home Living, by Justin and Rust. Philadelphia: J. B. Lippincott & Co. \$2. Pages 26-57.

The Home and the Child. A Report of the White House Conference. New York: The Century Co. \$2. Pages 97-149.

Home Making a Profession, by Elizabeth and Forrester MacDonald. Boston: Marshall Jones Co. \$2. Pages 128-136.

Bulletins

"Family Living on Successful Minnesota Farms," by D. Black and C. C. Zimmerman. Minneapolis: Minnesota Agriculture Experiment Bulletin 240.

"Income and Outgo: Why, When, and How every Family Should make a

* Pages 118-119.

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In the October *HYGEIA*

Noted physicians give you the benefit of their knowledge and experience. Dr. Charles H. Mayo contributes an article that will appeal to every reader, "How To Live Longer." Dr. William Allen Pusey, widely known for his interest in the economic phases of medicine, talks to you about "The Cost of Keeping Well." Dr. W. W. Bauer discusses "Whooping Cough," one of a series of his articles on "Communicable Diseases in the Home." Another interesting series begins in this issue, "The Blood and Its Diseases," by Dr. Robert A. Kilduffe.

Other articles in the October *HYGEIA* which will interest you include: "The Relationship of Shoes to Healthy Feet," by Katherine T. Cranor; "Our Baby Was Reasonable," by W. H. Roberts; "Bath Tub Accidents," by Henrietta MacFarland; "Pioneers of Medicine—Louis Pasteur," by Claude Lillingston; "Epilepsy," by Dr. William G. Lennox; "How to 'Cure' Diabetes," by Caroline Gardner; and two delightful stories for children, "How Donna Joy Found a Home," by Dorothy Brennan, and "The Magic Cure," by Blanche J. Dearborn.

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Budget." New York: *Woman's Home Companion*.

"Little Talks on Family Finance: How to Make a Family Survey. Systematic Spending for the Family. Making the Budget Work. How to Establish Family Credit. Financial Knowledge Every Family Should Know. Investing the Family Savings." New York: *Woman's Home Companion*.

"Home Accounts," by G. Lynn. Ames, Iowa: Iowa Agriculture Extension, Home Economics Bulletin 58.

"Planning and Recording Family Expenditures," by C. G. Woodhouse. Washington: U. S. Department of Agriculture, Farmer's Bulletin 1553.

The Government maintains an Information Service in Home Economics which may be reached by addressing

Dr. Louise Stanley,
Bureau of Home Economics,
Washington, D. C.

(This is the second lesson in a study course on The Home of Today, by Dr. Margaret Justin. The third lesson, "Planning and Furnishing the Home," will appear in November. For free program leaflets outlining the entire course, send to CHILD WELFARE, 1201 16th St., N. W., Washington, D. C.)

Hands and Health

(Continued from page 84)

cleanliness facilities to catch step with the home bathroom.

Meanwhile, parents and teachers who have eyes that see will encourage the best use of the equipment available, even though it be located in dark corners. They will make sure that children have an opportunity to practice cleanliness habits during school hours through the washing of hands upon those occasions—after toilet and before food—when health and good breeding demand handwashing.



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BASED ON

Child Care and Training

By Marion L. Faegre and John E. Anderson

Lesson One

CHAPTER I THE YOUNG CHILD

"We may say that the human being is a product both of inheritance and of environment, neither one of which is effective without the other. Since the heredity of humans is determined by the time they are born, our task as parents is to supply the child with the best possible environment."

—*Child Care and Training*

QUESTIONS

1. "As far back as the days of Jonah, there were occasional individuals who appreciated the helplessness and possibilities of those so young that they 'cannot discern their right hand from their left hand.'" Admitting this fact, what was the status of the child at this time? Was he the property of his parents or of the state? Could his parents sacrifice him in the name of religion or sell him if they so desired? Compare the status of the child of Bible times with the status of the child of today. What are the rights of the child of today as given in the Children's Charter? (See CHILD WELFARE, April, 1931, page 480.)

2. How did the World War help us to realize the importance of early childhood? (Page 1.)

3. Of all the deaths in the United States, how many occur in the preschool years? (Page 2.) Why should we take care to see that our preschool children do not come in contact with contagious diseases?

4. At what age should the normal child's weight double his weight at birth? (Page 3.) How old should he be when his birth weight is tripled?

5. Discuss the physical defects which occur in a large number of preschool children. (Pages 3-4.)

6. Why are habits and attitudes of the preschool child most important? (Page 4.)

7. Why should a child associate with children of his own age? (Page 5.)

8. "It requires the combination of the two, the material and the life experiences which are called heredity and environment, to explain man as a whole." Explain. (Page 6.)

9. Since the heredity of the child is determined at birth, "our task as parents is to supply the child with the best possible environment." Discuss fully. (Pages 6-10.)

10. Answer the questions on page 10.

CHAPTER II PHYSICAL GROWTH AND DEVELOPMENT

"There is a need for studying the individual child without prejudice either as to his past record or as to the standards set by other children or by the average."

—*A Practical Psychology of Babyhood*
by Jessie C. Fenton

QUESTIONS

1. Discuss the desirability of supplying furniture and furnishings to meet the needs of the growing child. (Pages 12-14.)

2. Differences between children and adults are bodily proportions, area of skin, and need of food. Discuss each. (Pages 14-15.)

3. Classify the periods of childhood as given by the authors. (Page 15.)

4. Tell of the normal weight gain of the preschool child; the height gain. (Pages 15-22.)

5. What factors are responsible for the baby's good teeth? (Pages 23-25.)

6. When does the brain of a child attain its full growth? (Page 24.)

7. Why do children grow faster in late spring and early summer? (Page 25.)

8. Discuss rates of growth in children. (Page 27.)

9. Answer the questions on page 27.

Project: Keep a weight-height record of your preschool child. It will be of value to you as the child grows older.

(This is the first lesson in a course for preschool study groups based on Child Care and Training, by Faegre and Anderson. Next month Mrs. Crum will outline Chapters III and IV: "General Care, Including Diet and Clothing" and "Children's Diseases.")

Books

BOOKS are the open avenue down which, like kings coming to be crowned, great ideas and inspirations move to the abbey of man's soul. There are some people still left who understand perfectly what Fene- lon meant when he said, "If the crowns of all the kingdoms of the empire were laid down at my feet in exchange for my books and my love of reading, I would spurn them all."—ERNEST DRESSER NORTH.

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THE growth of Congress leaflets has kept pace with the growth of Congress plans and the development of parent-teacher work. Thirty-four years ago the National Congress of Mothers organized with the simplest machinery to carry on the work of service to childhood. The first leaflets carried the basic principles as outlined in the by-laws and simple directions for organization. As the program of work enlarged, departments and committees were created and the simple leaflets were issued as they were needed to offer suggestions and to carry out the plans of the chairmen.



When the National Congress of Mothers became the National Congress of Parents and Teachers in 1924, it placed an increased emphasis on active educational enterprises. When the individual membership passed the million mark in 1927, it became necessary to plan a definite schedule of printed helps to coordinate and to carry on the rapidly increasing work. Publications have expanded to touch more phases of the work, to reach out to the individual member, and to guide group thought and discussion.

The leaflets offered for 1931-32 may be grouped as follows:

Organization and Information (blue)

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High School
How to Organize

How to Use the Congress
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Installation
Order Blank
Publicity

Parliamentary Procedure
Resolutions
Schools of Instruction
Treasurers

Committee Projects and Activities (tan)

EXTENSION
Membership

PUBLIC WELFARE
Citizenship
Juvenile Protection
Legislation
Library Extension
Recreation
How to Start a Community Recreation Program

Recreation Through
Amateur Dramatics
Safety

EDUCATION
Humane Education
Kindergarten Extension
Music
Physical Education
School Education
Student Loans and Scholarships

HOME SERVICE
Reading
Home Education
Toys and Play Equipment
Social Standards Conference
Spiritual Training for Children
Spiritual Training in the Home
Thrift

HEALTH
Child Hygiene
Mental Hygiene
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Lives
Your Afterself

Educating for Worthy Home
Membership

Each state is given a share of leaflets and other free publications according to its number of members and locals as listed in the annual *Proceedings*. The states redistribute to local units. (See *Directory*, inside back cover of CHILD WELFARE, for address of state president.)

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MENTAL HYGIENE PAGE

WHAT IS MENTAL HYGIENE?

This Is NOT Mental Hygiene

MARY is a timid child. Her parents often say in her presence, "Yes, Mary is very shy. She is quite afraid of strangers," or "We never think of leaving her alone. One of us always stays with her." They seem almost proud of the way she clings to them. Mary has few friends of her own age, but likes to play with her dolls and to day-dream. She loves her parents devotedly—too much so. They are her whole world, and she is their whole world. As the years speed by, the social engagements of her parents grow fewer, and uncritical people think of them as having an unusually happy family life. Mary's father used to be a fine tennis player. He also had numerous lodge interests. But of late years he has given up tennis and has decided that lodge meetings take too much time away from the family. Mary's mother has almost forgotten that she ever had any interests outside the home. She is too busy now to keep up with church affairs or bridge parties. Now she says, "I devote simply all my time to my husband and my child." She would be crushed if she thought that her husband or Mary no longer needed her so much. She is over-solicitous about Mary's health, is worried sick at the prospect of her starting in at school, and wishes she could teach her at home herself. In fact, she is certain something unknown but perfectly dreadful will happen to Mary on that first day at school without her protecting presence.

This material is prepared by the Committee on Mental Hygiene of the National Congress of Parents and Teachers. George K. Pratt, M.D., Chairman.

This IS Mental Hygiene

JIMMIE was a timid child. Perhaps you would not say that even now he is the boldest in the group, but still he gets along far better than he used to. His parents recognized early that Jimmie had too great a tendency toward self-effacement. They said nothing to him, but felt that the cause might lie in the fact that Jimmie's older brother was such a marked social success. Bill was always the leader of his crowd. He and his friends scorned the younger Jimmie and treated him rather badly. It was not because Jimmie was so different from them, but he was younger and he would "tag along" although, since he had had a severe illness and was somewhat delicate, he couldn't quite keep up with the others. One day Father had a heart-to-heart talk with Bill. He pointed out Bill's cockiness, also Jimmie's earlier handicaps. He tried to get Bill to see what a "good sport" Jimmie was trying to be, and what a serious mental handicap the older brother was causing by his overbearing attitude. Father incidentally, and in an unobtrusive manner, began to draw out Jimmie in other ways, so that the athletic efforts he was too puny to succeed at would not seem so important. He encouraged his talent for drawing and helped him with building airplane models. As a result and by degrees Jimmie has developed confidence in himself. He admires his older brother more than ever, now that Bill treats him more tolerantly, but he no longer keeps comparing himself unfavorably with Bill and has got over much of the unwholesome inferiority feeling that this comparison always produced.

What this school did *any school* can do....



This small school in rural Tennessee, with almost primitive equipment, has succeeded in setting a standard of cleanliness that many "modern" city schools fail to equal.

How important is handwashing in our public schools? Isn't it *very* important?

For handwashing is just about the only phase of personal cleanliness that can be regularly and adequately practiced in schools. Should it not be considered, then, as the keystone of all cleanliness teaching? In addition handwashing is an important safeguard against the spread of communicable disease.

Yet a nation-wide survey indicates that handwashing facilities are inadequate in 69% of our public schools! In some cases no soap is provided, in others no warm water, in still others no towels or drying equipment. And even where all of these are supplied, the time-allowance is often insufficient for adequate handwashing; frequently there is no supervision whatever.

Adequate handwashing does not necessarily require great expenditures of time or money. Our interesting, free book, *Hand-*

washing in Schools, suggests the simple requirements for an effective school handwashing system.

It is not difficult. For instance, the complete handwashing equipment of the school referred to above consisted of: a gallon can with a funnel spout, an oil-can "soap dispenser," and clean "rag towels." (The water was warmed on an old-fashioned stove). Fortunately most schools will not be obliged to use such makeshift equipment. But it was all one enthusiastic teacher needed for an excellent handwashing routine.

What this school did any school can do! What about your school? . . . *this fall*? Will it be among the 31% which practice cleanliness or among the 69% which teach cleanliness only by word of mouth?

We invite you to send for our book, *Handwashing in Schools*. It is free.

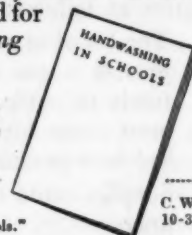
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OUT AMONG THE BRANCHES



EDITED BY BLANCHE ARTER BUHLIG
372 Normal Parkway, Chicago, Illinois

NEW JERSEY

School Lunches

Undernourished children whose school work was noticeably affected by a lack of proper food led the Stelton Parent-Teacher Association to engage in a well-planned and well-conducted scheme for serving lunches at school. The association had for years furnished milk regularly for undernourished children. As conditions in the community—which resembles a rural community in some respects although employment depends upon factory conditions—became worse, more than milk was necessary.

A Health committee was formed with a woman physician as the chairman. The possibility of serving lunches at school was the first thing considered. The community was advised in an informal way concerning the need and the possible measures which could be taken. Conferences were held with the principal; merchants were interviewed; costs were computed; parents were circularized; the cooperation of the board of education was secured; and early in December the chairman of the Health committee reported progress as follows:

1. The board of education had agreed to provide a gas range and to advance funds to equip a kitchen in a basement room for which gas and water had been provided.
2. Supplies could be bought at wholesale prices.
3. Lunches, sold at cost, could be furnished at ten cents each.

4. Many parents had expressed a desire to buy lunches at that price for their children.
5. Thirty-six children could be given lunches gratis, public-spirited individuals having contributed toward a fund to provide free lunches for those who could not pay.
6. Twenty women of the community had volunteered their services to prepare and serve the lunches.

Beginning January 5, from 90 to 115 children filed from their classrooms into the kitchen each school day at twelve o'clock and brought their lunches back to their classrooms. The passing of this line took not more than seven minutes.

Each Friday the teacher took orders for the next week's lunches and collected the money for them. The orders were reported to the principal, who, by adding the 36 free lunches, could tell the chairman the exact number to be prepared the following week. The money was given to a member of the committee in charge of the finances who collected the subscriptions monthly or semi-monthly.

The chairman of the committee prepared all menus, calculated costs, made recipes suitable for large numbers, and did the buying. At the end of each week she visited the kitchen, took account of stock, posted menus and recipes for the following week, and ordered the supplies needed. Milk was ordered daily by the principal and delivered each morning; the baker also made daily deliveries. Groceries were received Monday

mornings, and meat was ordered as needed. All the tradesmen were sympathetically interested in the venture.

The volunteers who cooked and served the food were assigned regular days once in two weeks; two came each day. The cooking utensils were washed by volunteers. The dishes and towels were washed by the fifth and sixth grade girls working in squads of four. The janitor swept the kitchen, removed all waste, and aired the room each day.

A half-pint of grade A milk for each child was the one food element that never varied. Menu for one week in February: Monday: milk, macaroni and cheese, lettuce village, biscuit sandwiches, apple sauce; Tuesday: milk, lamb stew with rice, whole wheat sandwiches, canned peaches; Wednesday: milk, oatmeal and dates, whole wheat sandwiches with meat, prunes; Thursday was a holiday; Friday: milk, stewed tomatoes, boiled eggs, apples.

During the first five weeks 2,487 lunches were served. The average cost per lunch was \$.1014. The deficit of \$3.45 was covered by contributions. The decision as to which children should receive free lunches was made by the principal.

A fine spirit of cooperation among the members of the committee, the women who prepared the lunches, and the principal made for successful operation of this school lunch project which aroused interest among the educators of the community.—MRS. WILLIAM F. LITTLE, 110 Elm Street, Rahway.

MISSISSIPPI

Community Recreation

The Potts Camp Parent-Teacher Association determined to create an actual functioning department of recreation. The question was discussed at one meeting and voted upon the following month, allowing an interim for thought and information.

In the main, the plan given in the national *Handbook* for the organization of preschool circles and study groups was followed. To provide well for the different age groups, four leaders were decided upon in addition to the general chairman: a boys'

leader, a girls' leader, an adults' leader, and a children's leader for children under twelve. Two weeks were allowed for each leader to gather information and to formulate plans. The plans were presented to the department board which consisted of the group leaders, the general chairman, and the president of the association. After being approved by this board, they were presented to the association at a regular meeting, and endorsed by it. In this way the support of the entire association was gained.

The adult group plans provided for outdoor excursions, fishing parties, breakfasts in the woods, lawn suppers, and assemblies for games, singing, dancing, and story telling.

The boys' leader induced the association to sponsor a Boy Scout unit through which he might enable the boys to obtain wholesome recreation in addition to other benefits.

The girls' leader secured similar sponsorship for a Girl Reserve club as a means of giving the girls recreational activities and valuable training.

The leader for the smaller children offered his own yard as a playground. He promised to supervise play twice a week but insisted that the yard was to be open at all times. He proposed interesting ways to raise funds for simple equipment; he reported that several men had offered to help make swings; and he obtained five dollars from the association toward expenses. Playground activities, picnics, and parties were included in this plan for the smaller children.

A July report of progress states: "All groups are functioning. Boy Scouts and Girl Reserves are organized. The children's playground is a reality and the happiest place ever. The adults made their initial bow through a supper which was planned, cooked, and served by the men in a delightful spot in the woods. To show their appreciation the women planned a lawn supper for the men, to be followed with games, contests, and dramatic stunts. The recreation department has only begun—but, *what a beginning.*"—MRS. G. F. BOREN, Potts Camp.

MINNESOTA

Radio Helps Promote Dental Health Education

To promote a better understanding of dental health and hygienic oral practices, the St. Paul Council of Parent-Teacher Associations conducted a Dental Health



Mrs. George Shepard, President, St. Paul Council, awarding trophies in Dental Health Education contest

Education contest during the last school year. The schools of St. Paul were divided into three groups according to enrollment. Group 1 included schools with an enrollment from 1 to 250 pupils; Group 2, those with an enrollment from 250 to 500 pupils; and Group 3, those with more than 500 pupils. There were 21 schools with more than 8,000 pupils participating in the contest.

Each child was given 50 points for following prescribed health rules, and 50 points for having a healthy mouth. A child was judged to have a healthy mouth when he returned an O. K. slip from his dentist.

The health rules specified:

1. Including one and one-half pints of milk in the daily diet
2. Eating at least two vegetables daily
3. Eating tomatoes or fruits daily
4. Omitting coffee and tea from daily diet
5. Including one cereal in daily diet
6. Refraining from eating candy or sweets between meals
7. Sleeping ten to twelve hours each night
8. Regular toilet habits

Interest was stimulated and the circle of influence widened by the use of the radio during this contest. Realizing the eagerness of children to broadcast by radio, the council publicity chairman arranged with Station KSTP for a weekly fifteen-minute period to be used by the schoolrooms having 100 per cent healthy mouths. The programs were strictly health programs. A short talk was given during each period by the president of the local association from the school whose children were broadcasting. Nursery rhymes were parodied into health rhymes; health dialogues and duets were written; orchestra and band selections were given. The children who did the broadcasting were accompanied by adults to the broadcasting station.

The survey was completed in January, 1931. From the total of 8,008 children enrolled, the report shows: of those examined 25 per cent had had no previous dental repair work; more than 47 per cent had cavities in permanent teeth, and 49 per cent had cavities in deciduous teeth. An average of 14 per cent had healthy mouths. In one school 4 per cent of the children received dental health buttons. The best school had 51 per cent healthy mouths.

Study classes on nutrition and dental health were conducted in 15 schools. Silver trophies were awarded to the school in each group having the highest per cent of points. Desnoyer Park and Tatum schools tied for first place with a rating of 95.5 per cent. Tilden school won first place in the second group with a standing of 72.1 per cent; and Mounds Park, with a rating of 69 per cent, won first place in the third group. A fourth trophy, given to the school which showed the largest per cent of improvement in healthy teeth, was awarded to the Chelsea Heights school which had an improvement rating of 92.1 per cent.—MRS. C. B. BINGHAM, *Council Publicity Chairman*, 1391 Pascal Avenue, St. Paul; MRS. H. W. HELLIER, *State Publicity Chairman*, 4623 Arden Avenue, Minneapolis.

(Address authors for details of projects.)

NORTH DAKOTA

A "Superior" Association

Roosevelt Parent-Teacher Association, Jamestown, has been classed as a superior parent-teacher association for three years and is working to retain this classification. Its major project has been the supplying of milk for the underweight children of the school. Since these children have been supplied with a bottle of milk each day, which is sipped under the supervision of the teacher, the number of underweight children has been greatly reduced.

The average grade standing has been definitely raised as a result of children being suitably outfitted for school by a Welfare committee which gathers and distributes much-needed clothing.

An annual "Exchange" at which rummage goods, cooked food, and canned goods are sold augments the other sources of income such as dues and the collection dropped in a cup at meetings.—FRANCES BUTTS, *Publicity Chairman*.

NEW YORK

Group Plan for Program Meetings

The Walden Parent-Teacher Association, Orange County, solved the problem of satisfying the varied interests of association members in a school which included all grades from the kindergarten through senior high school, by adopting a plan to divide the membership into groups according to the pupils' grades. At the close of the business session of the association, the parents

and teachers of the primary grades assemble in one room, those of the intermediate section in another, and those of the junior and senior high schools in a third room.

Each group studies and discusses the topics pertinent to its special needs.—MRS. W. R. ANDERSON, *Kingston*.

Visiting Day, National Education Week

A special program each day, with an especially successful visiting day as one of the features, was the method used by the W. W. Smith Parent-Teacher Association, Poughkeepsie, to observe National Education Week last year. Printed cards were sent to all parents and others interested in educational work, inviting them to visit the school during the morning and afternoon sessions. The press gave further advance publicity to the day. About two hundred people availed themselves of the opportunity to see the school in actual operation, to visit their children's classrooms, and to meet their teachers.

Palms, ferns, and flowers decorated the corridor and classrooms. An oil reproduction of Shannon's painting, "Fairy Tales," the original of which hangs in the Metropolitan Museum of Art, hung in the hall. The painting was a recent gift of the pupils in memory of a beloved kindergarten teacher who had passed on. Room mothers and committee members acted as hostesses. Parents and press expressed much favorable comment on the value of such visiting days and enthusiastically suggested that they might be held more frequently with profit to all.—MRS. W. R. ANDERSON, *Kingston*.

The Sweet Child Study Group of Saginaw, Michigan, has twenty-six members and meets monthly. In addition, it combines study and sewing at weekly gatherings, has made nearly one hundred garments a month, and has created a widespread interest in meeting the needs of children.



What Can the High School Parent-Teacher Association Do?*

BY NICHOLAS RICCIARDI

Chief, Division of Secondary Education, State of California

BECAUSE wedlock does not assure efficient parenthood, parent-teacher associations have opportunity to be genuinely helpful in aiding to solve the problems of untrained parents.

Few, if any, challenge the statement to the effect that "what the best and wisest parent wants for his child, that should the community want for every child." The best and wisest parent wants the all-round development of his child; he wants the child to develop to his highest possible level of attainment; and every community should want the same kind of development for every child since the highest development of the child means the highest returns to the community.

The cooperation of the home and the school is a vital factor in aiding the child to develop to his highest possible level of attainment. It is believed that the agency through which this cooperation may be effected in an organized and practical way in secondary education is the high school parent-teacher association.

High school principals and assistant superintendents of schools in charge of secondary schools were asked to express themselves freely concerning this question: In what specific ways, in your opinion, may high school parent-teacher associations function helpfully?

The replies to this question from 63 secondary school administrators indicate that high school parent-teacher associations can be made genuinely helpful in secondary education. The following types of service are definitely recommended by the high school principals.

Types of Service

1. Participate in a study of the needs of the school.
2. Aid in procuring the proper financing of the school.
3. Interpret the high school to the community.
4. Cooperate in carrying into the home the plan of directed study.
5. Cooperate in making the program of guidance as effective as possible.
6. Participate in formulating and in carrying into effect the standards of the school.
7. Through study groups make parents better informed concerning the aims of secondary education.
8. Give intelligent support to extra-curricular activities.
9. Cooperate in planning and directing the social program of the school.
10. Develop proper public opinion toward the school.
11. Assist in the publication of a handbook or bulletin which will give in non-technical language all the information about the school which parents and the community should have.
12. Make scholarships available to worthy and needy pupils.
13. Assist in providing food and clothing for needy pupils.
14. Participate in planning programs for public school week.
15. Intelligently support school bond issues.
16. Assist in providing a suitable school environment in which boys and girls can grow into self-directive and contributing citizens, open-minded and tolerant.

* From an address delivered at the Convention of the National Education Association, Los Angeles, California.

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October, 1931

SCHOOL CHILDREN'S appetites ARE fickle



... OFTEN DUE, HOWEVER, TO TASTELESS OR UNINVITING DIET

Those in charge of school luncheons are often confronted with the problem of getting children to eat what is good for them.

The lack of taste-appeal in the food served is often the reason that food is rejected or "picked at." Cooked tomatoes may be too tart, the stewed fruit insipid, the spinach and the carrots bland.

By flavoring or seasoning these essential foods with sugar they will be much improved in flavor. A dash of sugar to a pinch of salt is a good rule to follow in seasoning string beans, carrots, peas, tomatoes, soups and meat and vegetable stews. Fresh and cooked fruits should be sweetened to taste.

Doctors and diet authorities approve this use of sugar because it makes those foods which are carriers of vitamins, minerals and roughage, more enjoyable. The Sugar Institute, 129 Front Street, New York City.



"Good food promotes good health"

Congress Comments

At the international meetings in Denver, July 27 to August 1, Mrs. Hugh Bradford, National President, gave a talk on "A Mental Hygiene Program for Home and School," a short presentation of the Summer Round-Up, and a report of the progress of the National Congress movement.

The month's schedule for the president, Mrs. Hugh Bradford:

October 1-6—National Office.
October 8-10—Wheeling, West Virginia.
October 12-15—Columbia, Missouri.
October 16-20—Chicago, Illinois.
October 20-23—Indianapolis, Indiana.
October 23-24—Louisville, Kentucky.
October 26-28—Memphis, Tennessee.
October 29-31—Huntsville, Alabama.

Mr. Newell W. Edson had an interesting and interested class of 190 students at the State College at Pullman, Washington, in July. The course lasted ten days and presented, Mr. Edson writes, "no end of challenging situations" in the social hygiene subject.

Miss Florence Hale, elected president of the National Education Association in July, 1931, has been state Director of Rural Education in Maine since 1916. Parent-teacher workers will be especially interested to know that Miss Hale is one of the vice-presidents of the Maine Congress of Parents and Teachers, and has been an active worker in the organization for many years. She has organized many rural groups in the state. She is also editor-in-chief of The Grade Teacher (combining Primary Education and Popular Educator) and is a lecturer on rural and general education.

The national publications touch all phases of child welfare

work and offer specific help on 47 different topics. The local unit packages sent out this fall by the state branches, will be eagerly read by local officers and chairmen.

Miss Frances Ullmann has joined the editorial staff of CHILD WELFARE as Assistant Editor, at Winchester, Massachusetts. Miss Ullmann is the daughter of Mrs. William Ullmann, of Springfield, Missouri, who served for many years as president of the Missouri Congress and as vice-president of the National Congress. Miss Ullmann is a graduate of Wellesley College and has had six years of experience in magazine work. Her work in the juvenile department of a large publishing house and in the book review department of one of the most widely read magazines in the country makes her a valuable addition to the staff of CHILD WELFARE.

Dr. Ada Hart Arlitt, Chairman of the Committee on Parent Education in the National Congress, has an article on "The Libraries and Parent Education in Parent-Teacher Associations" in the July Bulletin of the American Library Association.



Mrs. J. K. Pettengill of Michigan, Secretary, N. C. P. T.

A representative group of Congress leaders attended the meeting of the International Federation of Home and School of which Mrs. A. H. Reeve is president: Mrs. Hugh Bradford, Mrs. B. F. Langworthy, Mrs. J. Sherman Brown, Miss Charl Williams, Dr. Randall J. Condon, Miss Mary Murphy, Mr. Newell W. Edson, Mrs. M. P. Summers, Mrs. A. B. Shuttleworth, Mrs. H. J. Miller, Mrs. E. E. Kiernan, and Mrs. Fred Dick.

The West Virginia Congress will observe a statewide membership drive the first week in October and a CHILD WELFARE magazine drive the following week.



We should have a body of self-respecting teachers and educators who will see to it that their ideas and their experiences in educational matters shall really count in the community; and who, in order that these may count, will identify themselves with the interests of the community; who will conceive of themselves as citizens and as servants of the public, and not merely as hired employees of a certain body of men.—

JOHN DEWEY

Mother Learns a Lesson

(Continued from page 78)

injured by such a comment than the sensitive child. But even if the friend lost her self-control, as my child did, and made an unpleasant scene, all the sympathy of those who chanced to overhear the conversation would be with her rather than with me. That is one of the big differences between insulting another grown person and submitting a child to such treatment, for the child is aware at once that he is not only being unfairly dealt with by one from whom he expected much better treatment, but he is also conscious of the disapproval of his conduct on the part of chance spectators whose good opinion he would like to win.

Most of us have the best intentions in the world in training our children, but unfortunately it takes a great deal more than good intentions to succeed in developing in them those traits which we want them to possess. Until we are willing to recognize our own failings in dealing with them, we cannot hope to succeed as we would like to succeed, and one of the first habits which we ought to acquire is a tactful consideration of their personal dignity, especially in public.

We cannot hope to acquire that spirit of consideration in public, however, unless we practice it in our private relations with our children. If we are in the habit of disregarding a child's personal feelings when we are alone with him, how can we hope to be careful of his rights when others are present to witness the outcome of a struggle of personalities?

I have a friend who, it seems to me, deliberately embarrasses her little son in the presence of others by comments upon his failings and by remarks about his naughtiness. I have heard her comment in caustic language upon some trivial mistake which he has made and I long to tell her, when she

calls him a saucy child, that she herself has made him so.

If my child is impudent or rude I feel guilty, for there is a reason back of his conduct that can almost invariably be traced to my lack of consideration for his feelings. A parent can be guilty of no more cruel conduct toward a sensitive child than to make a public exhibition of one of his faults. Until mothers and fathers and teachers recognize this fact many children's dispositions will be needlessly spoiled.

THREE POEMS

BY SARA VAN ALSTYNE ALLEN *

Pepper Tree

You are like a lady
After the ball—
Here in the mist-time
You walk
Trailing your lovely dress
A little careless
Of the flowing lace,
A little weary
Of the day!

Butterflies

Someone has given the flowers wings,
They go careening madly
In the summer wind
Or flutter earth-wards
Tempting their green-bound sisters
To be free!

Weeping Willow Tree

The weeping willow tree
Is a green fountain
Springing exultant
From the earth's heart
And curving down again
To say fare-well!

—Sierra Educational News.

* A student in the Excelsior Union High School, Norwalk, California.

Failures result much more frequently from lack of knowledge than from wrong decisions when facts are available.—ALFRED P. SLOAN, JR.



BY WINNIFRED KING RUGG

THE purpose of *Discovering Ourselves*, by Edward A. Strecker and Kenneth E. Appel, is to throw light on the practical problems of nervousness and to show how they may be lessened or overcome. To that end the authors have avoided theoretical questions and, after furnishing a foundation of terms and definitions, have described in simple language the kinds of conflict that are likely to cause mental ill health and have suggested ways of dealing with them.

The book is not a cure-all or a short cut to psychiatry. Both writers are too widely experienced to let their readers deceive themselves with a little knowledge. What they have sought to do, and have done well, is to put well-established findings and practices into a form that the ordinary seeker after mental health can grasp. The first seventy pages of the book are devoted to a simple statement of the concepts of modern psychology, perhaps a little dogmatic in expression since the writers wish to avoid confusing their readers with debatable theories. The remaining and major portion of the book is occupied with a discussion of the psychology of everyday life. In this connection we learn about complexes—what they are, and how they may be hunted to their lairs and drawn out into the open for correction.

From that point the logical step is a discussion of the conflicts that arise from complexes and the various ways that mankind has evolved for avoiding conflicts. Under the figure of mental hazards these ways of escape are analyzed, along with the conversion of mental conflicts into physical symptoms, the mental use of substitutes, the shifting of blame to others or to conditions, and the sense of inferiority. In the end the mechanism of sublimation is de-

scribed as a safe way out of the maze of conflicts into peace.

Happy Homes for Children

One of the publications of the White House Conference on Child Health and Protection is *The Home and the Child*, a report of the subcommittee on Housing and Home Management under the chairmanship of Martha Van Rensselaer.

It is a study of home management in relation to the health, growth, and welfare of the family, particularly of the child. The topics considered are housing, furnishing and equipment, management of home activities and of the income, and children's clothing. There is hardly a page that does not contain concrete and practical advice about these physical aspects of the home. Workers in

home economics have reported what conditions prevail, what the results are, and what ought to exist. For example, the report on "Management of Income" discusses the mental and physical health of the child under various income situations, states the cost of adequate provision for children, and helps the parents in long-time budget planning.

This book is recommended by Dr. Margaret Justin, to be read in connection with the Home Economics Study course (see page 105).

More Help With Children's Books

Library Service for Children, by Effie L. Power, though written for the use of library school classes, contains so much good advice about children's reading that it has a real value for the home. The chapter on the choice of books for children is definite and detailed, and just as useful for parents as for librarians. The same is true of the section about ways of inter-

"*Discovering Ourselves*," by E. A. Strecker and K. E. Appel. New York: The Macmillan Co. \$3.

"*The Home and the Child*." Report of Subcommittee on Housing and Home Management, the White House Conference. New York: The Century Co. \$2.

"*Library Service for Children*," by Effie L. Power. Chicago: American Library Association. \$2.25.

"*That Problem Called the Modern Boy*," by Jerrold O'Neil. New York: Sears Co. \$2.50.


esting children in the right books at the right time. Those who wish to work out a book project for Book Week in November will find suggestions as to plays, puppet shows, contests, and exhibits suited to that purpose. The book is of special interest to committees on Library Extension.

Parental Failure

Parents get short shrift in *That Problem Called the Modern Boy*, by Jerrold O'Neil. Mr. O'Neil knows about boys from twenty years of teaching in public and private schools, and he puts the blame for youth's defection squarely on the shoulders of parents, especially mothers. "After much observation," he writes, "it is my impression that parental attitudes have much more to do with the failings of youth than any other single factor." The author can find a silver lining in the cloud of juvenile shortcomings, but none in that of parental failure. However, he does not leave parents hopelessly enveloped in their errors, but shows some ways out—making a happy home; setting an example of law-observance; cooperating with the schools; and returning to a belief in God and the church.



From *The Home and the Child*



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Question—A boy of four years is afraid of electric storms. At the first clap of thunder or bolt of lightning he cries and clings to an adult. His mother has always been afraid of storms. Realizing this she has had the father handle the situation. The boy has been afraid since infancy. He is in good health and lives in a splendid environment. Can you recommend some material bearing on fears of children?

The child is probably afraid of the thunder rather than the lightning because of the loud noise. Young children are easily frightened by sudden loud noises. This may have first caused the fear and when a storm occurs the fear is again aroused. A little child does not know the meaning of thunder, therefore the mystery of it is added to the sudden noise and this startles him.

Fears are readily transferred from the adult to the child, much more so than the average person realizes. A look, a facial expression, of which the adult himself may be unconscious, is caught by the child. It is necessary for all those who come in contact with the child to practice a rigid self-control. They must learn to be calm, poised, and cheerful. It would be well for the mother to overcome this fear and handle the situation herself sometimes so that the child may see that she has no fear.

Explain as well as you can what makes the noise called thunder. Let the boy get acquainted with nature, especially the sky. Tell him stories about the clouds, sun, moon, stars, and rain. When he becomes more familiar with the phenomena of nature in a friendly way the feeling of strangeness will begin to disappear.

Keep the child busy during a storm so that his mind does not dwell on this one thought alone. One mother always gathered her children around the piano during a storm. They sang and played together. Some active games with much laughter are also helpful. The child needs help. Therefore do not ridicule or ignore this fear. Maintain a kindly understanding at-

titude. Help him to face the situation and to realize there is nothing to fear, but do so gently without forcing. Be patient and remember that it takes time to get results.

The following material will be of help in regard to fears. *Fundamentals of Child Study*, by E. Kirkpatrick; *Psychology of Childhood*, by Norsworthy and Whitley; *Child Training*, by Angelo Patri; "Directing the Emotions" in *CHILD WELFARE* for February, 1931.

Question—My eight-year-old boy is a puzzle. His school work is satisfactory. He does not get along well with boys. I believe they consider him a "sissy." He has athletic and play material but rarely uses these. He cannot run, dodge, and wrestle as his companions do. He has a playroom in the basement where we welcome all his friends but they come only in winter and on rainy days. He was delicate as a baby and has had most of the children's diseases and countless colds. His father and I do not make friends easily. Realizing this we want to correct this in our children. Our boy has a sister two years younger.

You are wise in planning for the social development of your son. The boy may feel inferior to his playmates because of his inability to compete with them physically. Do all that you can to build up his health and strength. It might be well to get some professional advice about his physical condition. Good food, outdoor play, and plenty of sleep are essential.

Permit him to follow his own initiative in every reasonable way so that he may increase confidence in himself. Swimming would be excellent for him. It develops the whole body without undue strain. Perhaps he would like a tent in the yard where he could put on old clothes, be Indian, and "rough it." Trips to the country and hikes in the woods with a camp fire help boys to grow sturdy. Father might take him on these with one or two of your son's best friends.

You are to be commended in providing a playroom and play equipment for him as well as welcoming his friends. Do not force "set" exercises but let him play freely and naturally. Encourage him and give him all the praise you can. Be careful, however, not to make him conscious of your purpose.

Question—I am a new parent-teacher president. Please tell me what my duties are. What other magazine would you suggest for this work? I have certainly enjoyed your answers.

Read *CHILD WELFARE* each month. Write to your state president or publications chairman for the Handbook and literature of the National Congress of Parents and Teachers. Get a copy of the book *Parents and Teachers*, by Martha Sprague Mason. The magazine and book with an outline may be had for \$2.50. (See the June, 1931, number of *CHILD WELFARE*, page 627, and the September, 1931, number, page 57.)

School Life at 50 cents a year will be of help to you. Write Superintendent of Documents, Government Printing Office, Washington, D. C.

BULLETIN BOARD

National Congress of Parents and Teachers

State Conventions in October, 1931:

- Alabama—at Huntsville, October 28-30
- Arkansas—at El Dorado, October 13-15
- Indiana—at Indianapolis, October 19-22
- Iowa—at Cedar Rapids, October 21-23
- Maine—at Portland, October 6-7
- Massachusetts—at Worcester, October 22-24
- Minnesota—at Brainerd, October 19-21
- Missouri—at Columbia, October 12-15
- Nebraska—at Sidney, October 14-16
- New Mexico—at Raton, October 22-24
- New York—at Jamestown, October 5-8
- Ohio—at Dayton, October 14-16
- Oregon—at Eugene, October 20-23
- South Dakota—at Watertown, October 6-8
- Tennessee—at Memphis, October 26-29
- Utah—at Salt Lake City, October 17-19
- Vermont—at St. Johnsbury, October 2-3
- Virginia—at Alexandria, October 20-24
- West Virginia—at Wheeling, October 8-10

October 5-9—Annual Congress, National Recreation Association,
Toronto, Canada

October 12-16—Annual Congress, National Safety Council, Chicago,
Illinois

October 14-17—Annual Convention of Girl Scouts, Inc., Buffalo, New
York



MOTION PICTURES

By ELIZABETH K. KERNS

Associate Chairman, National Committee on Motion Pictures

American Tragedy—*Phillips Holmes-Sylvia Sid-ney. Paramount, 8 Reels. Adapted from novel by Theodore Dreiser. Directed by Joseph Von Sternberg.*

A very gruesome and depressing story of young people involving seduction and what circumstantially appears to be murder. The cast, direction and photography are excellent, but the theme is most unpleasant.

Adults—depressing. 14 to 18, unwholesome. Under 14, no.

Annabelle's Affairs—*Jeanette MacDonald-Victor McLaglen. Fox, 7 Reels. From musical comedy "Good Gracious, Annabelle," by Claire Kummer. Directed by Alfred Werker.*

A farce comedy with much nonsense and a little music which gives Roland Young's impersonation of an inebriate the center of the stage. The story tells of a frivolous and extravagant wife who raises money on stock given her by her absent husband, who causes complications by returning to claim both stock and wife.

Adults—amusing. 14 to 18, no. Under 14, no.

Arizona—*Laura LaPlante-John Wayne. Columbia, 6 Reels. From play by Augustus Thomas. Directed by George Seitz.*

Story of army life with some very good photographic shots of life at an army post, also at West Point. The sex angle is not particularly wholesome. The cast is good.

Adults—perhaps. 14 to 18, no. Under 14, no.

Bad Girl—*Sally Eilers-James Dunn. Fox, 9 Reels. From novel by Vina Delmar. Directed by Frank Borzage.*

A story of the tenements in which a wise-cracking girl and a doggedly determined boy want to better themselves. They are caught by marriage. When their fear of parenthood is about to be realized their real worth shines through. It is a very human and appealing story with touches of humor lightening the pathos.

Adults—appealing. 14 to 18, too mature. Under 14, no.

Children of Dreams—*Margaret Schilling-Paul Gregory. Warner Bros., 6 Reels. Music by Oscar Hammerstein, 2nd, and Sigmund Romberg. Directed by Alan Crosland.*

An operetta in which a young girl goes from an apple orchard in the West to Italy to study singing. She hopes to become a great prima donna so that she can assist her father financially. After she leaves, a misunderstanding arises between her lover and her, but when she returns famous, the misunderstanding is cleared up and there is a happy ending.

Adults—entertaining. 14 to 18, enjoyable. Under 14, good.

Common Law—*Constance Bennett-Joel McCrea. Pathé-R. K. O., 6 Reels. Adapted from novel by R. W. Chambers. Directed by Paul Stein.*

About the same type of story in which this star is usually cast, the primrose path spread with "easy living" and wild times.

Adults—tiresome. 14 to 18, pernicious. Under 14, no.

Confessions of a Co-Ed—*Sylvia Sidney-Phillips Holmes. Paramount. Directed by Dudley Murphy and David Burton.*

An unwholesome picture which is a portrayal of what American college life is not. Callow youths and foolish girls are depicted as students. Absolute trash.

Adults—worthless. 14 to 18, no. Under 14, no.

Girl Habit—*Charles Ruggles-Donald Meek. Paramount, 6 Reels. From play of same name. Directed by Edward Cline.*

The hero of the story becomes involved in trouble with every woman he meets. The picture is hilariously funny in spots, but it is too long drawn out and thus loses some of its humor. The star is also overworked.

Adults—becomes tiresome. 14 to 18, perhaps. Under 14, no.

Great Lover—*Adolphe Menjou-Irene Dunne. Metro-Goldwyn-Mayer, 7 Reels. From play of same name by Leo Dietrichstein. Directed by Harry Beaumont.*

The atmosphere of grand opera artistically and faithfully presented with Adolphe Menjou, "the Great Lover," perfectly cast as the famous and temperamental opera star whose final rôle is self-sacrifice. The entire cast is more than adequate. The photography and direction are especially good. The musical numbers are logically placed and beautifully rendered. The sex angle is skillfully handled.

Adults—excellent. 14 to 18, hardly. Under 14, no.

Holy Terror—*George O'Brien-Sally Eilers. Fox, 5 Reels. Based on novel "Trailin'," by Max Brand. Directed by Irwin Cummings.*

A western with a slight story which gives the hero opportunities to play the man of the wide-open spaces. There is plenty of fast action and hard riding. Direction, photography, and supporting company are good.

Adults—good. 14 to 18, entertaining. Under 14, thrilling.

Honeymoon Lane—*Eddie Dowling-Ray Dooley. Paramount, 6 Reels. From play of same name in which Eddie Dowling was the stage star.*

A picture in which hard-boiled gamblers are reformed by a sweetly sentimental old lady and her luscious cherry pies. Even a visiting king and his attendants find the pies palatable and the king and the pies, with Eddie Dowling as manager, help to popularize the inn owned by the sweet old lady.

Adults—fair. 14 to 18, entertaining. Under 14, harmless.

Huckleberry Finn—*Junior Durkin-Jackie Coogan. Paramount, 8 Reels. Adapted from story by Mark Twain. Directed by Norman Taurog.*

Junior Durkin is particularly appealing as Huck Finn. Picture is good entertainment, but would have been more acceptable had it kept to the original story.

Adults—very good. 14 to 18, enjoyable. Under 14, enjoyable.

The Magnificent Lie—*Ruth Chatterton-Ralph Bellamy. Paramount, 7 Reels. Based on story "Laurels and the Lady," by Leonard Merrick. Directed by Berthold Viertel.*

A rather unconvincing and unpleasant story of a cheap cabaret singer who is also a clever mimic. She is persuaded, as a joke, to impersonate a great French actress, so as to deceive a former soldier, now blind, who treasures memories of the French woman's graciousness to him when he was lying wounded in a French hospital during the World War. The part of the heroine, hardly a pleasing one, brings into play Miss Chatterton's artistry and native ability as an actress.

Adults—good acting. 14 to 18, unwholesome. Under 14, no.

Merely Mary Ann—*Janet Gaynor-Charles Farrell. Fox, 7 Reels. From play of same name by Israel Zangwill. Directed by Henry King.*

Another topnotch picture with the two popular stars and Beryl Mercer giving excellent support. Good for everyone to see.

Adults—excellent. 14 to 18, excellent. Under 14, very good.

Miracle Woman—*Barbara Stanwyck-David Manners. Columbia, 8 Reels. From the play "Bless You, Sister." Directed by Frank Capra.*

Melodrama of the most sensational kind exposing commercialized evangelism in a bold and brutal fashion. It will prove offensive to some and bewildering to others, but is at all times a tensely spectacular drama.

Adults—interesting. 14 to 18, hardly. Under 14, no.

Murder by the Clock—*Lilyan Tashman-William Boyd. Paramount, 7 Reels. Story by Rufus King. Directed by Edward Sloman.*

Gruesome and creepy mystery story in which a mercenary blonde by the power of suggestion vamps her lovers into removing those who stand in the way of her inheriting a fortune. It is illogical in spots which reduces some of the thrills, but there are sufficient left to satisfy the murder mystery addict.

Adults—exciting at times. 14 to 18, not for the sensitive or nervous. Under 14, no.

Night Angel—*Nancy Carroll-Frederic March. Paramount, 7 Reels. Story and direction by Edmund Goulding.*

Unfortunately Nancy Carroll's first starring picture gives her few opportunities worthy of her ability, nor is the film kind to Frederic March. The story is drab and sordid. Alison Skipworth and Alan Hale make the most of their parts in the supporting cast. The photography is consistently good.

Adults—sordid. 14 to 18, no. Under 14, no.

Politics—*Marie Dressler-Polly Moran. Metro-Goldwyn-Mayer, 6 Reels. Story by Robert Hopkins. Directed by Cedric Gibbons.*

An uprising of women against political corruption in their town brings the women to the fore in politics. The objections of husbands to their wives' stepping out of the domestic atmosphere causes a boycott by the ladies on all domestic tasks and they are eventually victorious. Marie is elected mayor and Polly becomes a member of the official family. It is splendid entertainment, amusing, pathetic, hilarious.

Adults—hilariously funny. 14 to 18, very funny. Under 14, funny.

Rebound—*Ina Claire-Robert Ames. Pathé-R. K. O., 7 Reels. From play by Donald Ogden Stewart. Directed by Edward H. Griffith.*

This scintillating and sophisticated comedy revolves around a man and a woman, each of whom has had a disastrous love affair. They are caught on the "rebound" and marry. Domestic strife enters when the hero's former sweetheart appears on the scene and lures the husband from his wife. The dialogue, of which there is perhaps too much, abounds in cleverness and repartee. Ina Claire, as the wife, gives an intelligent and fascinating performance. Strictly adult entertainment.

Adults—clever and entertaining. 14 to 18, no. Under 14, no.

Sherlock Holmes' Fatal Hour—*Arthur Wontner-Minnie Rayner. First Division, 7 Reels. Made in England and directed by Leslie Scott.*

Sherlock Holmes solves the murders of two night watchmen, one in a London bank and the other in a bank in Berlin. It is a very thrilling picture, the story being founded on "The Final Problem"

and "The Empty House," by the great writer of detective stories, Conan Doyle.

Adults—entertaining. 14 to 18, perhaps too thrilling. Under 14, hardly.

Skin Game—*Phyllis Konstam-Edmund Gwenn. British International, 7 Reels. From play by John Galsworthy. Directed by Alfred Hitchcock.*

The conflict between the old and new is depicted with rare realism against a natural background. Edmund Gwenn literally lives the part of Hornblower, the ruthless business man, in whose ambitious schemes sentiment can have no possible part. Phyllis Konstam, in the rôle of Chloe, the girl torn between two loyalties, endows the part with true feminine charm. Splendid cast.

Adults—good. 14 to 18, hardly. Under 14, no.

Star Witness—*Walter Huston-Frances Starr. First National, 7 Reels. Story by Lucien Hubbard. Directed by William Wellman.*

An unusually interesting gangster story which smacks of anti-gangster propaganda. An entire family is intimidated from testifying as to what they have seen of a gang murder from the window of their home. The grandfather, a Civil War veteran and a red-blooded American, takes a hand and saves the day for the district attorney. It is a realistic, smoothly directed picture with a good cast of well-known stage artists.

Adults—very good. 14 to 18, very good. Under 14, doubtful.

Son of India—*Ramon Novarro-Madge Evans. Metro-Goldwyn-Mayer, 6 Reels. From novel "Dr. Isaacs," by F. Marion Crawford. Directed by Jacques Ferber.*

Romance of a wealthy young jewel merchant and an American girl visiting India. It is presented with all the color and lure of the East. The theme is intelligently handled and the ending logical.

Adults—interesting. 14 to 18, probably. Under 14, of no interest.

Their Mad Moment—*Dorothy Mackail-Warner Baxter. Fox, 6 Reels. From "The Saturday Evening Post" story "Basquerie," by Eleanor Mercein. Directed by Hamilton MacFadden and Chandler Sprague.*

An American girl who has spent her life wandering through Europe with an extravagant stepmother living in hotels, is faced by the problem of marrying an autocratic, elderly Englishman of title, or taking for her husband the handsome, romantic young Basque of whom she knows little but finds most attractive. Photography is very beautiful, particularly the mountain scenery.

Adults—pleasing. 14 to 18, hardly. Under 14, no.

Transatlantic—*Edmund Lowe-Lois Moran. Fox, 8 Reels. Story by Guy Bolton and Lynn Starling. Directed by William K. Howard.*

A very fascinating motion picture, unusual, outstanding, quick moving, which, for six days, follows the life on board an ocean liner. The imposing array of stars in the cast is almost secondary to the work performed by the camera. It is in all senses a "moving" picture. The high, the low, the good, the bad, the rich, the poor, are all on the boat. The story is thrilling and exciting.

Adults—thrilling. 14 to 18, no. Under 14, no.

Young As You Feel—*Will Rogers-Fifi Dorsay. Fox, 7 Reels. Adapted from play "Father and the Boys," by George Ade. Directed by Frank Borzage.*

An entertaining but a rather more sophisticated and suggestive comedy than former ones in which this star has appeared. As a dyspeptic and back number father he comes to life, steps out and teaches his too socially busy for business sons that two can play that game.

Adults—very entertaining. 14 to 18, perhaps. Under 14, beyond them.

FOR ARTICLES

About the Preschool Child

Turn to pages 74, 108, 112

About Elementary School Children

Turn to pages 68, 77

About High School Boys and
Girls

Turn to pages 68, 98, 118

For Parent-Teacher Units

Turn to pages 67, 79, 82, 85, 88, 91,
95, 110, 114, 118, 120, 125

Concerning All Children

Turn to pages 68, 77, 82, 85, 89, 96, 97,
98, 103, 112, 122, 124, 126

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THE MACHINE AGE, THE CHILD,
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CHILD WELFARE'S Silver Anniversary Year

Basing totals on subscriptions received from April 1, 1931, to August 31, 1931, the branches in the various classes rank as follows:

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3. California
4. Illinois
5. Ohio
6. Michigan
7. Texas

CLASS REEVE

1. Oklahoma
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4. West Virginia
5. District of Columbia
6. Mississippi
7. Oregon
8. Connecticut

CLASS SCHOFF

1. Missouri
2. Pennsylvania
3. Minnesota
4. Kansas
5. Iowa
6. Washington
7. Indiana
8. Georgia
9. Colorado

CLASS MARRS

1. Louisiana
2. Rhode Island
3. Virginia
4. Vermont
5. Maryland
6. Delaware
6. Hawaii

CLASS HIGGINS

1. North Carolina
2. Florida
3. Arkansas
4. Wisconsin
5. Tennessee
6. Massachusetts
7. Kentucky
8. Nebraska
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1. Arizona
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6. New Hampshire
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